

**USING SHADOWING METHOD TO IMPROVE STUDENTS'
VOCABULARY MASTERY**

THESIS

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ABSTRACT

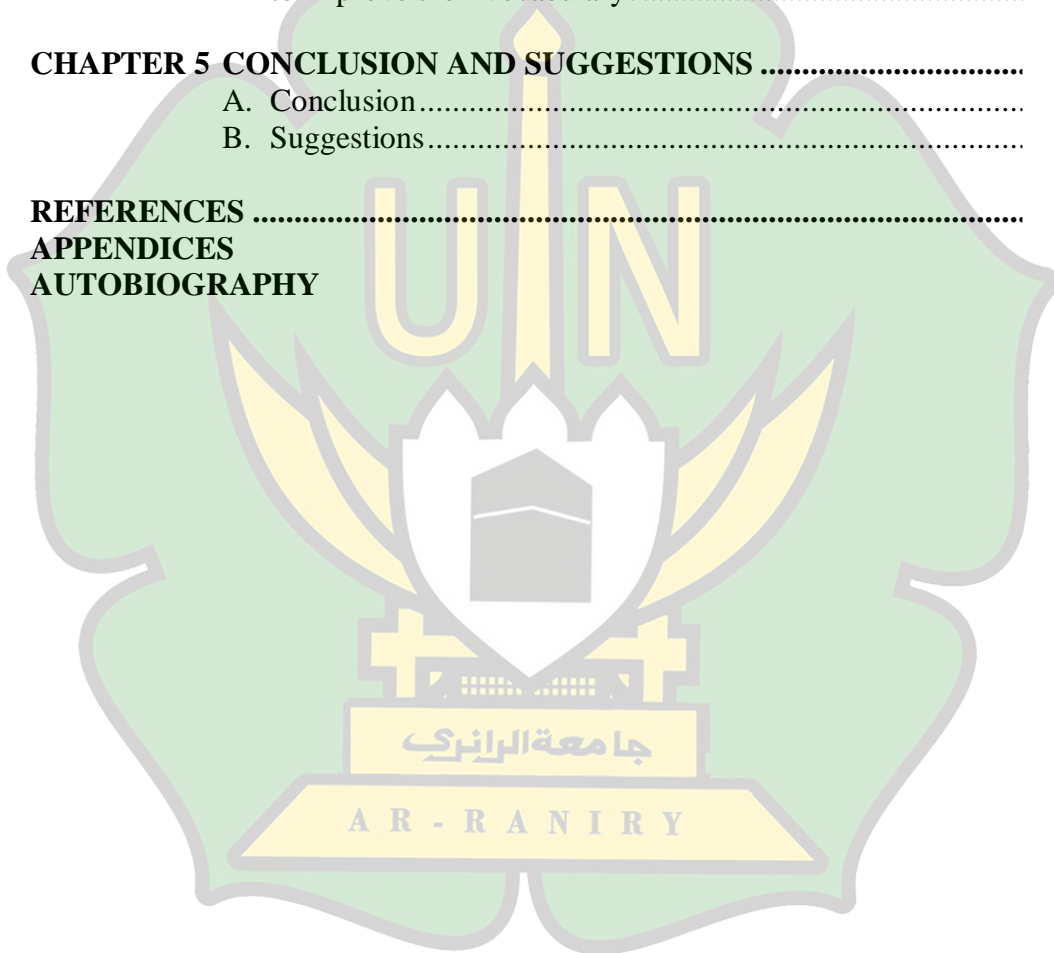
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Struggling students often face a huge quantity of new vocabulary when learning a language, but they might benefit from using the shadowing method. Imitating spoken language helps students acquire new words more efficiently and boosts their self-assurance in their ability to speak, pronounce, and comprehend words. This study aimed at finding out the use of shadowing method in improving students' vocabulary mastery and to investigate students' perceptions of the use of shadowing method. It was conducted in SMPN 1 Bakongan, South Aceh. This study used experimental research method. The population consisted of class VII students totaling 42 students. The samples taken by the researcher were 20 students from class VII -1 and 22 students from class VII -2. Data were obtained through post-test to determine the accurate results of students and questionnaires as reinforcement of research results to see students' perceptions. Data were analyzed using "SPSS 25" and questionnaire. The results of both post-tests obtained a significance level (2-tailed) of $.001 < 0.05$ after the independent test indicating that the alternative hypothesis (H_a) was acceptable and the null hypothesis (H_o) was rejected. The results of this study showed that there was improvement in students' vocabulary mastery after the researcher gave the treatment using shadowing method to the students. Based on the questionnaire results, students' perceptions of the use of shadowing method succeeded in making students more confidence in using new vocabulary in the learning process and facilitate students in understanding and mastering new vocabulary.

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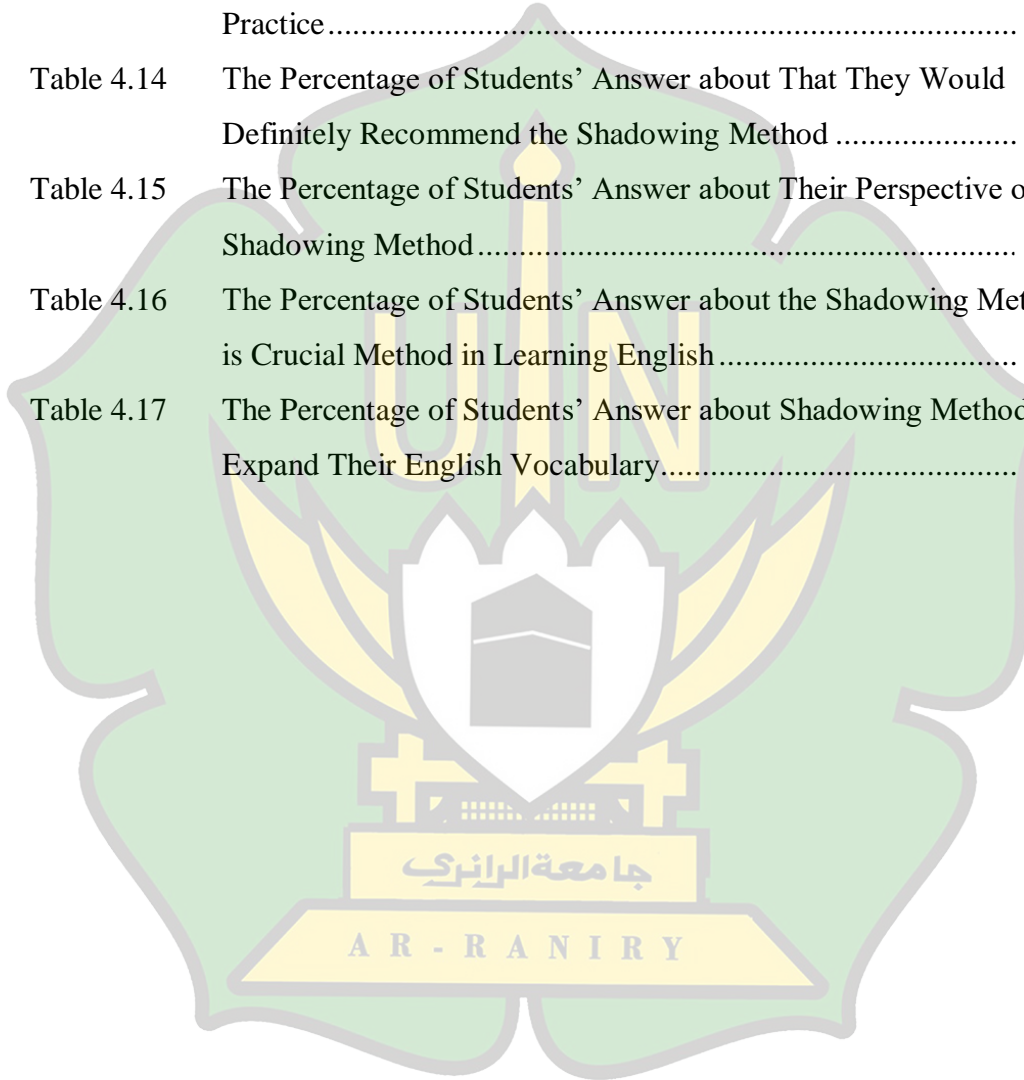
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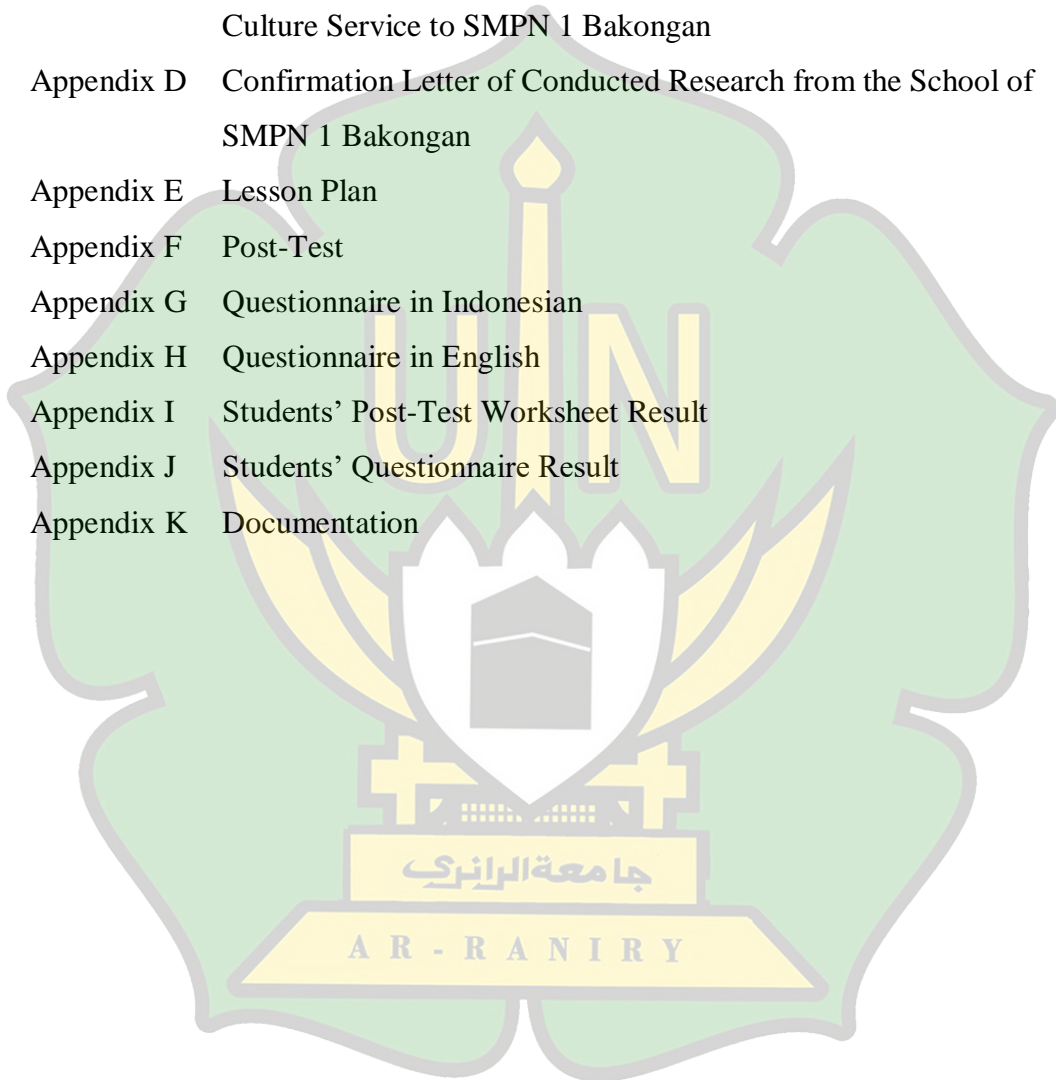
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CHAPTER 1

INTRODUCTION

This chapter covers the study's background, research question, aims, significance, terminology, and hypothesis.

A. Background of Study

Speaking, writing, listening, and reading are the four main skill sets forming up the development of learning English, while grammar, pronunciation, and vocabulary are some of the foundational aspects of the four skills. According to Brown (2007), speaking, writing, listening, and reading are the four fundamental skills in the development of a language. To communicate effectively in English, individuals must possess these four skills. By developing all four skills, students can become confident and competent users of the English language. According to Nation (2009), vocabulary is crucial for the four language skills of speaking, writing, listening, and reading. He believes that developing a wide range of vocabulary is essential to learning a language, as it is the basis for efficient communication in all language skills. Students that possess a wide range of words are more competent at understanding what they read and hear as well as communicating themselves easily.

According to Aliceson and Shah (2020), teachers are essential in helping students acquire vocabulary through a variety of teaching methods. Teachers can assist students in acquiring new vocabulary by employing various effective methods for enhancing vocabulary while teaching English, including grammar

translation method, silent way, audio lingual method, total physical response, and shadowing method. First, and most commonly, there is the grammar translation method. Richards and Rodgers (2014) state that Grammar Translation Method is an approach emphasizing grammar rules, vocabulary translation exercises, and reading comprehension of classical texts, with minimal focus on spoken language. One of the advantages of this method is the focus on translating grammatical forms and memorizing vocabulary. How to learn English with this method is very easy and simple.

Next, there is the silent way learning method. Caleb (1981) states that silent way is a student-centered method where teachers minimize talking and use colored rods or other manipulative materials to encourage students to discover language rules and practice communication independently. By learning English with this method, students learn to build a sense or inner criteria. The aim is for them to have the ability to detect and correct themselves when they make mistakes in using English. In the English learning method known as the audio-lingual method, the main focus is practicing listening and speaking through short dialogues. Larsen (2003) says that audio-lingual method is emphasizing intensive drilling of spoken language patterns and dialogues for accurate pronunciation, fluency, and automaticity and grammar is taught inductively through repeated practice. The third method is a total physical response method. Asher (1982) says that total physical response method is a method where students learn language through physical actions in response to teacher commands. It focuses on building comprehension before spoken production.

With the total physical response method, the teacher can do multiple tasks. Examples include walking, sitting, putting down a book, writing or holding objects. Before carrying out this activity, the teacher can give orders to themselves using English instructions. After that, this method can be repeated several times. The teacher commands to students that match their own orders. Through these commands, it is hoped that students can carry out the commands as the teacher has demonstrated.

The final method is shadowing, which involves listening to a native speaker and instantly repeating what they say. This is done at a slightly slower pace than the native speaker, and students should try to match their pronunciation as closely as possible. The shadowing method is a language learning method that involves listening to and repeating audio input as closely as possible to the native speaker. A method where students listen to spoken language (usually a recording) and repeat it simultaneously (shadowing) to improve listening comprehension, pronunciation, and fluency (Krashen, 1982). It is a relatively simple method that can be used by learners of all levels. The American academic Alexander Arguelles is credited for popularizing this learning method. It is attributed to him that the shadowing method evolved into an organized method for language learning.

Shadowing method is a method that some researchers have applied in English language learning to improve the four skills that help improve students' vocabulary and have various views about this method. Hamada (2012) found

that using shadowing to help children learn English improved their listening skills at the time. Next, as stated by Nakanishi and Ueda (2011), the original purpose of shadowing was to teach simultaneous interpreters. The training of simultaneous interpreters has made shadowing a valuable tool. The shadowing method, originating from the field of language learning, involves closely imitating a native speaker's pronunciation, intonation, and rhythm while simultaneously listening to the spoken language. This method has received a lot of attention as a useful tool for enhancing language skills, particularly when it comes to expanding vocabulary.

The premise of the shadowing method is relatively simple: learners listen to a native speaker or a proficient speaker's speech and attempt to replicate it as closely as possible. This entails mimicking not only the words but also the nuances of pronunciation, stress, and intonation. By actively engaging in this process, learners aim to internalize new vocabulary and improve their overall language skills. Learning vocabulary is an essential part of learning the English language. Richard and Renandya (2005) state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. When studying a foreign language, vocabulary is essential. This single component connects the four skills of speaking, listening, reading, and writing. This is because one of the most important and vital aspects of learning a language is expanding the vocabulary. Consequently, teachers must employ variety of methods for instruction.

There are previous researches on shadowing method and vocabulary mastery by several previous researchers based on junior high school. Anggraeni and Suwito (2019) find that the shadowing method was effective in improving the vocabulary acquisition of junior high school students in Indonesia. Next, Chaiprayoon and Suwankham (2020) "The Effectiveness of Shadowing Technique in Improving Vocabulary Acquisition and Pronunciation of Junior High School Students in Thailand". The students who participated in the shadowing group showed significantly greater improvement in their vocabulary and pronunciation scores than the students in the control group. Nguyen and Tran (2021) "The Effect of Shadowing Technique on EFL Vocabulary Acquisition of Junior High School Students in Vietnam". This study found that the shadowing technique was effective in improving the EFL vocabulary acquisition of junior high school students in Vietnam. Rahman and Kamarudin (2022) "The Effect of Shadowing Technique on Vocabulary Acquisition and Reading Comprehension of Junior High School Students in Malaysia". The students who participated in the shadowing group showed significantly greater improvement in their vocabulary and reading comprehension scores than the students in the control group. And also, Kato and Matsumoto (2023) "The Effect of Shadowing Technique on Vocabulary Acquisition and Speaking Fluency of Junior High School Students in Japan". The students who participated in the shadowing group showed significantly greater improvement in their vocabulary and speaking fluency scores than the students in the control group.

Therefore, in senior high school, Yuliana and Haris (2022) in "The Effect of Shadowing Technique on Vocabulary Mastery and Pronunciation of Senior High School Students" showed that the experimental group scored significantly higher on the posttest of vocabulary mastery and pronunciation than the control group. Lestari and Anggraini (2022) find that the results of their research showed that the experimental group scored significantly higher on the posttest of vocabulary and listening comprehension than the control group. So that the shadowing method can be an effective way to improve vocabulary and listening comprehension in senior high school students. Rahmawati and Sulistyaningsih (2021) research about this matter and showed that the experimental group scored higher on the posttest of vocabulary acquisition and speaking skills than the control group. The qualitative results showed that the students in the experimental group enjoyed the shadowing method and found it to be an effective way to improve their vocabulary and speaking skills. Permatasari and Yuwono (2021) in "The Effectiveness of Shadowing Technique in Improving Vocabulary and Fluency of Senior High School Students" also showed that the experimental group obtained higher on the posttest of vocabulary and fluency than the control group. Yuliana and Permatasari (2020) find that the qualitative results showed that the students in the experimental group found the Shadowing Method to be an effective way to improve their vocabulary and reading comprehension.

In college, Kato and Matsumoto (2023) in "The Effect of Shadowing Technique on Vocabulary Acquisition and Speaking Fluency of College

Students" find that the shadowing method was an effective way to improve vocabulary acquisition and speaking fluency in college students in Japan. Wang and Li (2023) used a quantitative approach with a pretest-posttest control group design. The results showed that the experimental group acquired significantly higher on the posttest of vocabulary acquisition and listening comprehension than the control group. Zhang and Chen (2022) in "The Impact of Shadowing Technique on Vocabulary Acquisition and Speaking Skills of College Students". They used a mixed-methods approach with a pretest-posttest control group design. The quantitative results showed that the experimental group scored significantly higher on the posttest of vocabulary acquisition and speaking skills than the control group. The qualitative results showed that the students in the experimental group enjoyed the Shadowing Method and found it to be an effective way to improve their vocabulary and speaking skills. Lee and Park, Y. (2021) find the results that the experimental group received significantly higher on the posttest of vocabulary and writing skills than the control group. And Kim and Choi (2022) also find the results that the Shadowing Method can be an effective way to improve vocabulary and fluency in college students.

Therefore, the researcher is interested in taking the title "Using Shadowing Method to Improve Students' Vocabulary Mastery". The reasons the researcher conducted this research was to see whether the use of the shadowing method improve students' vocabulary mastery. The researcher also interested in conducting the research on the students' response on the use of shadowing

method. However, the scope is only the vocabulary mastery in a first-grade class at SMP Negeri 1 Bakongan, South Aceh. By selecting two groups, namely the experimental group and the control group due to seeing whether using this method can provide an increase in the students' vocabulary.

B. Research Question

Based on the context of the problem, the research question:

- 1) Does the shadowing method improve students' vocabulary mastery?
- 2) What are students' response on the use of shadowing method to improve their vocabulary?

C. Research Aim

According to the research questions, this research intends to determine:

- 1) Whether the shadowing method improve students' vocabulary mastery.
- 2) Students' response on the use of shadowing method to improve their vocabulary.

D. Hypothesis

H_0 : using shadowing method cannot improve students' vocabulary mastery in first-grade students of SMP Negeri 1 Bakongan, South Aceh.

H_a : using shadowing method can improve students' vocabulary mastery in first-grade students of SMP Negeri 1 Bakongan, South Aceh.

E. Research Benefits

Based on the previous aim, the benefits of the research are as follows:

1. Students can be motivated to acquire vocabulary by adopting the shadowing method, which increases their interest in the subject.
2. To give the teacher a better method for vocabulary mastery in English class.
3. The researcher thinks that individuals who want to conduct research on English education might use the findings of the research as a guide.

F. Research Terminologies

In order to prevent confusion and misunderstandings, the following terms in this study's terminology section should be stated:

1. Shadowing method, according to Tamai (1997), "shadowing method is an active and highly cognitive activity in which learners track the heard speech and pronounce it as clearly as possible at the same time that they hear it." This explanation clarifies how shadowing encourages students to follow along with the speech and mimic it exactly as they listen.
2. There are many explanations of vocabulary mastery stated by some experts. According to Hiebert and Kamil (2005), vocabulary is essential to language use and acquisition and for language learners, expanding their vocabulary is essential. Neuman and Drawyer (2009) state that vocabulary is the set of words one needs to know in order to communicate successfully and includes both expressive and receptive words for speaking and listening. Based on the

different definitions of vocabulary, it can be concluded that vocabulary is an essential part of language that one needs to learn in order to successfully communicate with others. The researcher also comes to the conclusion that vocabulary is the entirety of a person's understanding of the words in a particular language. The most crucial skill for students for developing is vocabulary since it is necessary for all other English language skills, including speaking, writing, listening, and grammar, to be acquired.



CHAPTER 2

REVIEW OF LITERATURE

This chapter discusses vocabulary mastery, shadowing method, advantages and disadvantages of shadowing method and previous studies.

A. Vocabulary Mastery

1. Definition of Vocabulary

Vocabulary is the total number of the words which make up a language (Hornby, 2002). The foundation for achieving proficiency in English is developing a vocabulary, which is a crucial component of learning the language. Learning vocabulary should always come first since it is a fundamental component of language. Either spoken or written, it is regarded as basic. English is introduced to and taught to students in schools as one of the required subjects, just like other significant disciplines. However, students continue to view English as a challenging subject and a challenging language to learn. According to Nunan (2005), a person's vocabulary is the set of terms they are familiar with. It is the reason why students struggle to learn a language if they lack sufficient vocabulary. One of the most crucial components of learning a language, in addition to grammar, pronunciation, and spelling, is vocabulary. According to Chitravelu and Saratha (1996) vocabulary is the words that make up a language. The fundamental skill set is what students need to be proficient in. Through vocabulary, students can develop four language skills: speaking, writing, listening, and reading. Students that possess an adequate vocabulary base are

better equipped to communicate effectively and concisely with one another. The acquisition of vocabulary is a crucial component of junior high school English education. That is because vocabulary-related experiences that students receive during their early years are crucial to the language's development.

According to Beck (1982), each person possesses two vocabularies. The more expansive category is referred to as the recognition vocabulary, encompassing any terms that an individual is aware of, both orally and in writing. The terms that are genuinely used in daily writing and speech make up the second and smaller vocabulary. Because of its large word supply, the second vocabulary is known as the working vocabulary. One's chances of expanding his working vocabulary increase with the extent to which he can broaden his word recognition. According to Shefelbine (1990), when we consider language and language acquisition, we typically consider expanding our vocabulary through word learning. According to Seal (1991) states that proper word knowledge is a necessary component of communicative competence. It is impossible to dispute the importance of vocabulary mastery in learning English, as it enhances not only speaking abilities but also reading and writing skills. Vocabulary is one of the most crucial components to improve learners' English proficiency, and it can also be developed gradually through life experiences based on needs and education.

One component of language that needs to be taught and mastered is vocabulary. It is undeniable that acquiring language skills without grasping a significant portion of the vocabulary is difficult. According to Zhihong (2000), vocabulary is essential to language and plays a crucial role in the language learning process for most people. Without a large enough vocabulary, a person cannot communicate clearly or express himself both orally and in writing. Any language learning process depends heavily on vocabularies, particularly when introducing and synthesizing new lexical elements. According to the previous explanation, vocabulary and words are always related. The first step in learning a language is to get familiar with the vocabulary, comprehend its meaning, and use it in sentences.

As stated by Schmite and Mc Carthy (1997), vocabulary plays a significant role in the four English language abilities that are learned when learning the language. Vocabulary makes it easier for students to understand what others are saying when they are listening. Vocabulary enables students to more easily express and develop their thoughts in writing and speaking. Vocabulary makes it easier for readers to understand the material. Anyone learning a language should not underestimate the importance of vocabulary. In conclusion, vocabularies are essential to the process of learning any language, especially when it comes to exposing and absorbing new vocabulary. For people who want to become fluent in English, developing their vocabulary should be the first step in the process. By expanding their vocabulary, students can shape their English, and the more words they know, the more fluently they can communicate.

2. *Kinds of Vocabulary*

Supraba (2019) states that there are two sorts of vocabulary: formal and informal. Formal vocabulary is often used by speakers, and when it is used infrequently, it may be referred to as difficult language since listeners are not familiar with casual terminology. Additionally, vocabulary can be categorized from another viewpoint. Haycratt (as stated by Hatch and Brown, 1995) makes a difference between two categories of vocabulary: receptive and productive. Receptive vocabulary is vocabulary those students are unable to produce but can identify and understand when used in context. such as some vocabulary that the students are familiar with from reading texts, but they are not used in their writing or speaking. However, phrases students understand, pronounce accurately, and employ effectively in writing and speech are referred to as productive vocabulary. It involves the timing of speaking and writing in addition to the abilities needed for receptive vocabulary. Therefore, building a strong vocabulary can be seen as an active process, since students may construct the words to express their ideas to others.

There are two categories of vocabulary, as the explanation above makes evident. Vocabulary comes in two forms: active or productive and passive or receptive. Since we utilize active vocabulary when we speak or write and passive vocabulary when we hear or read, it is essential that we acquire or become competent in all categories of terminology.

3. *Develop Vocabulary Mastery*

Freeman (2000) outlined many strategies for improving vocabulary mastery. First, students translate a reading passage from the largest language into their own language. This passage of reading concentrates on multiple courses, of later classes, the vocabulary and grammatical structures of the piece are examined. The other way involves giving students a list of words and asking them to locate synonyms or antonyms in the reading passage. A different way involves giving students a sequence of sentences with words missing and having them fill in the spaces. New vocabulary words or words belonging to a specific grammar type, like prepositions or verbs in various tenses, are used to fill in the blanks. Students may additionally employ methods for memorization. Students are instructed to commit to memory a list of vocabulary terms from the target language as well as the same in their native language. Next, students can also employ words in sentences. To demonstrate that they have a grasp of the definition and application of a new vocabulary word, students can construct sentences using the words they have learned. The final way is writing, when the instructor assigns a topic for students to write about in the targeted language. Some elements of the lesson's reading text serve as the basis for this discussion. Sometimes teachers ask students to prepare an exact reading passage rather than having them write a piece.

There are three approaches to building vocabulary (word power), according to Langan (1992). The first method involves having students read often. Through this method, they learn vocabulary by repeatedly coming across them in a range of sentences. The next method is to use word sheets; word sheets for vocabulary building are an additional tool. Utilizing vocabulary research books is a third strategy for improving students' word power. There are numerous programs and publications for vocabulary.

B. Shadowing Method

1. Definition of Shadowing Method

Researchers have given several definitions to shadowing. Shadowing, according to Yonezawa and Ware (2008), is the act of repeating sentences without examining the text immediately after hearing a significant portion of relevant the English language. As a result, the listener moves together with the speaker on the CD like an echo or shadow. According to Kadota and Tamai (2004) in Nakanishi and Ueda (2011), shadowing is a listening activity in which the student follows the target speech and instantly repeats it as accurately as possible without referring a text.

According to Lambert (1992), shadowing is a timed, headphone-based audio tracking activity like to that of a parrot. But shadowing is an active, highly cognitive activity instead of a passive one, where students follow the spoken word and try to vocalize it as clearly as they can while listening (Tamai, 1997). The process of mimicking spoken language and keeping track of the shadowing

content activates a variety of brain regions in the learners, particularly the language centers. (Kadota, (2007). According to Luster (2005), "shadowing," or simply repeating what a speaker says, is an excellent method for teaching English even if it is most commonly used as a simultaneous interpreting exercise. Shade is what the word "shadow" refers to. It's called shadowing because the shadowing voice speaks whatever the original voice says, exactly like how your shadow does while move. There are other terms used to refer to shadowing, including tracking echoing, mimicking, and shadow speaking.

The researcher arrived at the conclusion that shadowing involves directly copying verbatim what a speaker on a movie, CD, or MP3 says while either looking at or not looking at the material script, based on definitions provided by many experts. If the students can follow the native speaker with ease, they can just listen to the speaker on a video, CD, or MP3 and repeat what they hear without needing to consult a script. They can, however, go to the script if they find something challenging and would like to know how certain words, phrases, or sentences are written. Turning on a movie, CD, or MP3 allows listeners to practice shadowing. They can choose to shadow while viewing the script or without. If the movie, CD, or MP3 is playing too quickly, the students can also pause it at any word, phrase, or sentence. Furthermore, shadowing can indicate a few different things, according to Luster (2005). Shadowing can include listening without reading and repeating what you hear right away, stating what you hear without knowing it beforehand, and trying to produce clear speaking noises. The researcher highly recommends shadowing the

native speaker. Students can use the shadowing method on their own at home, or teachers can use it in the classroom to teach speaking.

2. Types of Shadowing Method

Shadowing has been categorized into three types. According to expert Jeremy Harmer, a teacher and author of English language teaching books, there are three types of shadowing methods such as natural shadowing, controlled shadowing, and participatory shadowing. Natural shadowing is the most basic type of shadowing, where the learner simply listens to and repeats what they hear, as quickly as possible. Controlled shadowing is more focused on specific language features, such as pronunciation, vocabulary, or grammar. The learner may listen to a recording of a native speaker and then repeat it, trying to imitate the speaker's pronunciation, stress, and rhythm. Alternatively, the learner may be given a transcript of the recording and asked to read it aloud while trying to match the speaker's intonation. Finally, participatory shadowing is more interactive, and involves the learner in a conversation with a native speaker or another learner. The learner may listen to the other person speaking and then repeat what they have heard, or they may take turns speaking and listening. Harmer (2007) states that all three types of shadowing can be effective for improving language skills, but that the best type of shadowing to use depends on the learner's individual needs and goals. For example, learners who are struggling with pronunciation may want to focus on controlled shadowing, while learners who are trying to improve their fluency may want to focus on participatory shadowing.

Moreover, Murphey in Adachi (1997) identified five categories of shadowing. For instance, "lecture shadowing" is the practice of hearing a lecture and their minds following the speaker. When a person engages in "reading shadowing," their companion shadows them while they read a chapter. Speaking out loud while shadowing one another during a conversation is known as "conversational shadowing." "Complete/listening shadowing" involves paying attention to each and every word that a speaker says. Lastly, "interactive shadowing" mimics a realistic discussion by adding questions or remarks along with specific facts. Shadowing can occur both silently and vocally, except "lecture shadowing". In this research, the use of the lecture shadowing type is more suitable because it is easier and more flexible to use in junior high school material.

3. Advantages and Disadvantages of Shadowing Method

Schmidt (2001) believes that shadowing is a very successful strategy for enhancing vocabulary, pronunciation, listening comprehension, and fluency. Advantages of using the shadowing method is it can improve vocabulary. Shadowing exposes a wide range of vocabulary, including new words and phrases. This can help students to expand their vocabulary and improve their ability to communicate in English. It also improves listening comprehension. Shadowing forces students to listen carefully to the native speakers and try to understand what they are saying in real time. This can help students to improve their listening comprehension skills. moreover, this method can improve pronouncing English words and phrases correctly. This can improve their

overall pronunciation and fluency. Shadowing forces students to speak English at a native speaker's pace. This can help them to improve their fluency and confidence in speaking English. Brown (2007) states that the shadowing method can be difficult for learners to master, especially at higher levels of proficiency and the method can be boring and repetitive. Disadvantages of using the shadowing method: it can be challenging, especially for beginners. It can be difficult to keep up with the native speaker and to pronounce words and phrases correctly. Besides, it can be time-consuming because it requires a lot of time and practice to be effective. students need to put in the time and effort to see results. And it may not be suitable for everyone, for example, it may not be suitable for students with learning disabilities or for students who are very shy.

Overall, the shadowing method is an effective way to improve students' vocabulary, listening comprehension, pronunciation, and fluency in English. However, it is important to be aware of the challenges involved. Regarding the efficiency of the shadowing method, there are differing views. According to Hamada (2012), studies conducted in classrooms have looked at how well shadowing can improve listening comprehension abilities. Additionally, students seem to focus better, develop better syntax, and adjust to their natural speed (Takizawa, 2002). As a result, shadowing has many advantages for students, including improved listening skills. According to Luster (2005), there are various shadowing strategies that improve our English. First of all, shadowing allows you to practice speaking a lot. Secondly, shadowing is a

great way to develop listening. Third, shadowing provides you with plenty of chances to practice English's general rhythm, melody, stress patterns, and sounds. Fourth, speaking more quickly is a result of shadowing. Fifth, you can expand your vocabulary by shadowing others. Sixth, you can work on your grammar by shadowing someone. Lastly, and maybe most importantly, shadowing enhances your use of speech and pragmatics. In light of these reasons, the researcher came to the conclusion that shadowing is a highly efficient way to improve one's vocabulary, grammar, and pronunciation. Additionally, shadowing can improve a person's speaking, listening, and reading abilities.

4. Steps to Build Shadowing Method

A few steps need to be followed in order to construct the shadowing method. According to Ware (2012), there are several processes involved in developing a shadowing approach. Students should read the book they have chosen for a few minutes in class the first time they use the graded readers to make sure it is both engaging and at a suitable level. After that, they have homework to finish reading the book without consulting a dictionary. Teachers should emphasize that if a student has trouble understanding 95% of the words, they should pick a book with a simpler vocabulary. The following procedures should be followed in class the following day and each day after that.

Step 1. Students should read and listen to what they had previously read for about 7 minutes.

Step 2. Ideally, students should listen to the book a second time without reading. However, because of time constraints, we skipped this step during class.

Step 3. Students should listen again (while their books are closed) and shadow (say) what they hear for about 6 minutes.

Step 4. Students should then engage in interactive activities related to their graded readers.

Alternatively, the teacher could split up step 3 into two sections. In the first, students read with their books open while being shadowed by the teacher. In the second, students observe without engaging in any reading (books closed). By doing this, less proficient students may find it easier to shadow and have more time to make the connections between what they see and what they hear. But shadowing without reading requires listening more intently and shouldn't be skipped. According to Doung (2010), students replicate speech and news at the same speed during shadowing exercises.

The training's goal is to help students develop their ability to split their attention between speaking and listening. It is preferable to complete this instruction in one's mother tongue before moving on to other languages. In the early stages, students can repeat what they hear right away; gradually, though, they need wait before repeating. They should speak, listen, and think all at once when they are being trained. They can still summarize the primary point ten minutes after they have been repeating it. Thus, they can move on to the next phase after two or three months.

The study came to the conclusion that there are three steps in developing a shadowing approach. First, the students use the script to guide them while they shadow. Second, the students use the shadowing method without reading the script. Thirdly, the students might recount the main topic and discover some new vocabulary from the play itself. Additionally, the researcher created her own shadowing method steps that were almost exactly similar to the stages above, based on the steps that Ware and Doung had previously provided.

C. Previous Related Studies

Researcher found several researchers who conducted this research at junior high school, senior high school and college levels. In junior high school (Wuladari & Lestari, 2019; Yuwono & Sulistyaningsih, 2020; Rahmiati & Darmawan, 2021; Utami & Purwaningsih, 2022; Oktaviani & Fitriana, 2022) all of these researchers found that the shadowing method is an effective way to improve vocabulary in junior high school students. The studies showed that students who used the shadowing method learned more vocabulary words and were able to use them more effectively in their speaking and writing. In senior high school (Akande & Oloruntegbe, 2021; Al-Harbi & Al-Khalifa, 2022; Razavi & Hosseinpour, 2021; Yilmaz & Yilmaz, 2022; Sharma & Singh, 2021) these researchers suggest that the shadowing method is an effective way to improve vocabulary in senior high school students. The shadowing method can be used to improve vocabulary in a variety of contexts, including listening, speaking, reading, and writing. The shadowing method is also a relatively easy

and inexpensive method to implement, and it can be used by students of all levels of English proficiency. And in college (Razavi, 2017; Lee, 2018; Kato, 2019; Kim & Choi, 2022; Zhang & Chen, 2022) these are a few examples of the many researches that have been conducted on the effectiveness of the shadowing method in improving vocabulary in college students. The results of these studies suggest that the shadowing method is a promising technique for helping college students improve their vocabulary skills.

All the previous studies investigated the effectiveness of the shadowing method in improving vocabulary acquisition. Across all age groups (junior high, senior high, and college), the studies suggest the shadowing method is beneficial for vocabulary learning. Students who used shadowing learned more vocabulary and could use them better in English learning. Previous research suggests the shadowing method improves vocabulary across various aspects of language use, including speaking, writing, listening, and vocabulary mastery.

The studies likely highlight the method's ease and affordability for implementation in classrooms. The studies differ in their specific research designs (quantitative, qualitative, and mixed-method) and the way they measure vocabulary improvement. There are variations in how the shadowing method was implemented across studies (e.g., frequency of practice, length of sessions). Based on previous studies, the shadowing method has been used in numerous parts of the world to improve the English language learning. The shadowing method not only enhances hearing but also other skills by expanding a student's

vocabulary, and students inspire to master vocabulary in their English learning. Therefore, using the shadowing method improved students' vocabulary mastery.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter covers the research design, participant and research site, and data collecting and analysis method.

A. Research Design

According to Ary (1985), research is a methodical and logical process that is carried out step-by-step to find answers to specific questions or to solve problems. This research is called quantitative research because it uses numbers or statistics. This form the research uses a posttest-only control design and is referred to as quasi-experimental research. In quasi-experimental research, two sorts of groups might exist: the experimental group and the control group. The comparison of treatment between the two groups—the experimental group and the control group—is highlighted by this quasi-experimental research design, posttest only control design, where the experimental group is the one that received special treatment by using the shadowing method (as the independent variable), while the control group received no special treatment and instead used the traditional method. Following treatment, students are given a post-test to determine their level of achievement.

An experimental design is the researcher's method. Quasi-experimental methods are the type used. Quasi-experimental design, according to Sugiyono (2011), is a challenging kind of development for actual experimental designs. The researcher employed a control group design in this case. When carrying out

the design of the control group. As a result, two groups are created: an experimental group and a control group. The shadowing method is employed to treat the experimental group, but it is not employed to treat the control group. The researcher followed by giving a post-test to both groups to determine the vocabulary of the students. Three steps are typically involved in the design:

- 1) Applying the experimental treatment to experimental group.
- 2) The control group didn't get any special treatment.
- 3) Administering a posttest to measuring the dependent variable (both group; experimental group and control group).

Table 3.1 *Scheme of research*

Group	Treatment (Independent variable)	Post-test (Dependent variable)
Experimental	X (using shadowing)	O1
Control	X (not using shadowing)	O2

This study was intended to investigate the effectiveness of using shadowing method to improve students' vocabulary mastery of the first-grade students of SMP Negeri 1 Bakongan, South Aceh. The aim of this study is to find out differences between students' vocabulary achievement without using and using shadowing method. In this study, the procedures of post-test design are:

- b) Applying the experimental treatment X to the class VII 2 (experimental group) of SMP Negeri 1 Bakongan, South Aceh.

- c) VII 1 (control group) of SMP Negeri 1 Bakongan, South Aceh was not given any special treatment.
- d) Administering a post-test measuring vocabulary achievement of first-grade students' class VII 2 (experimental group) and VII 1 (control group) of SMP Negeri 1 Bakongan, South Aceh.

The researcher set up the equipment to collect data based on this study. A test is the tool employed in this study. The exam serves as a tool to determine students' performance in the area of study, vocabulary, and knowledge (Brown, 2004). Ten multiple-choice questions with a vocabulary question comprise the post-test. The post-test scores of the two groups were compared in order to identify any differences that may be ascribed to the application of the experimental treatment. Through experimental research, the researcher aimed to determine the efficacy of the shadowing method in teaching vocabulary to students' vocabulary attainment. Giving specific treatments has the effect of evaluating the effects. The efficacy discovered following recognition of the notable distinctions between students who receive instruction through shadowing and those who do not.

B. Research Location and Participant

1. Location

This research was conducted at SMP Negeri 1 Bakongan, located in Jln. SKEP No 42 Keude Bakongan, Desa Keude Bakongan, Kec. Bakongan, Kab. Aceh Selatan, Prov. Aceh. the school's principal is Amanparisi S.Pd, with 29 teachers and 214 students.

2. Population

Population is the area in which you are trying to get information from. According to Burns (1990) states that population is an entire group of people or objects or events which all have at least one characteristic one common, and must be defined specially and unambiguously.

The first-graders at SMP Negeri 1 Bakongan, South Aceh, are the population of this study. It was conducted in two classes, VII-1 and VII-2, with 20–22 kids in class VII. Therefore, there are 42 people in this study's population. Because the researcher's only intent in conducting this study is to determine the students' vocabulary achievement, the researcher only employs two classes.

3. Sample

A sample is a chosen group of the population that you plan to survey. A sample, according to McMillan and Schumacher (1984), is a group of subjects chosen from the population. The first-grade students in classes VII-1 and VII-2

of SMPN 1 Bakongan, which totaled 20/22 students, serve as the research sample. The researcher selected a first-grade from SMPN 1 Bakongan since they still did not have much vocabulary in English, which was highly appropriate with the goal of this research, which was to see an improvement in the students' vocabulary by employing the shadowing method.

4. Sampling

Sampling is the technique of selecting a sample without offering every component or member of the population the chance to be included. Purposive sampling is the method sample used in this study. Purposive sampling is a method for selecting a sample while taking a certain factor into account. Class VII-1 is the control group in this study, while class VII-2 is the experimental group. Therefore, the researcher chose purposive sampling because the teacher who taught there said that the two classes were classes of equal ability and had the same average grades.

C. Instrument for Data Collection

The students in the experimental group receive treatment from the researcher, and both groups of students are then tested using the post-test. The pretests have the potential to affect a participant's performance on the post-test, which is why the researcher chose for a post-test only design. By eliminating the pretest, researchers aim to avoid this "testing effect" where participants improve simply from being exposed to the questions beforehand. This can be

relevant in studies focusing on knowledge acquisition or memory. The post-test is given for both groups consist the same questions. Then students in the experimental group class given a questionnaire regarding the use of this shadowing method. The questionnaire researcher made is an adaptation of Kato's questionnaire. Kato's research uses the questionnaire focusing on vocabulary and pronunciation. He created a shadowing method questionnaire to evaluate its effectiveness in improving vocabulary and pronunciation among college students.

D. Technique of Data Collection

This study's technique for collecting data used quantitative (number-based) data. The quantitative data makes use of post-tests. Firstly, experimental class was given the materials using shadowing method but control group received no special treatment. After the lesson is completed, the experimental group and the control group in the class take a post-test to determine the students' level of vocabulary mastery. Tests are used to gather the data. The examinations are multiple choice. The test is set up in accordance with the provided material. The control group did not get a questionnaire about the implementation of shadowing methods in the classroom; only students in the experimental group's class received one.

E. Method of data Analysis

There were roughly ten questions on a vocabulary test. It was discovered that the vocabulary test scores ranged from 0-100 by accounting for the proper answer. By using this formula, the right answer received a score of 10, while the incorrect response received a score of 0.

$$S = \frac{R}{N} \times 100\%$$

Where:

S: Score

R: The number of correct answers

N: The number of questions

To know the mean of the students' score of vocabulary in each cycle, the following formula was applied:

$$X = \frac{\sum X}{n}$$

Where:

X: mean

$\sum X$: total score

n: number of students

Third, the researcher tries to get the class percentage which pass the minimal mastery level criterion (*KKM*) considering English subject gains score 70, which is adapted from the school agreement at SMPN 1 Bakongan. It uses the formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P: the class percentage

F: students who pass through minimal mastery level criterion

N: number of students

The researcher employed a quantitative data analysis technique in this research. A statistical strategy was used to assess the quantitative data from this study. This method was employed to identify the significant difference in the learning abilities of the students. Once the percentage of students who have met the minimal mastery level criterion has been determined, the researcher evaluated the hypothesis by comparing the class average scores and the percentage of students in each group who have met the criterion. The alternative hypothesis (H_a), which states that using the shadowing method improves students' vocabulary mastery, is accepted if the average score from the post-test of the experimental class is higher than the average score from the post-test of the control class. The null hypothesis (H_0), which states that using the shadowing method does not improve students' vocabulary mastery, is rejected.

This study used a closed questionnaire, meaning that respondents could only select one option from the list of possible replies. The purpose of the questionnaire is to find out how the students feel about adopting the shadowing method. A Likert scale approach is used for statements or questions. There are four possible responses on this scale: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). As a result, the data is measurable, with a score assigned to each possible response. Each alternative response has a score. The

Liker scale's weight for evaluating positive and negative perceptions is as follows (Sugiyono, 2017).

Table 3.2 *Assessment of The Likert Scale*

Choice of Answers	Code	Score
Strongly Agree	SA	4
Agree	A	3
Disagree	D	2
Strongly Disagree	SD	1

To make it easier for students to respond, the questionnaire produced for them is written in Indonesian (see appendix F). In order to gather information that shared with the students, the researcher places a sample of the questionnaire here.:

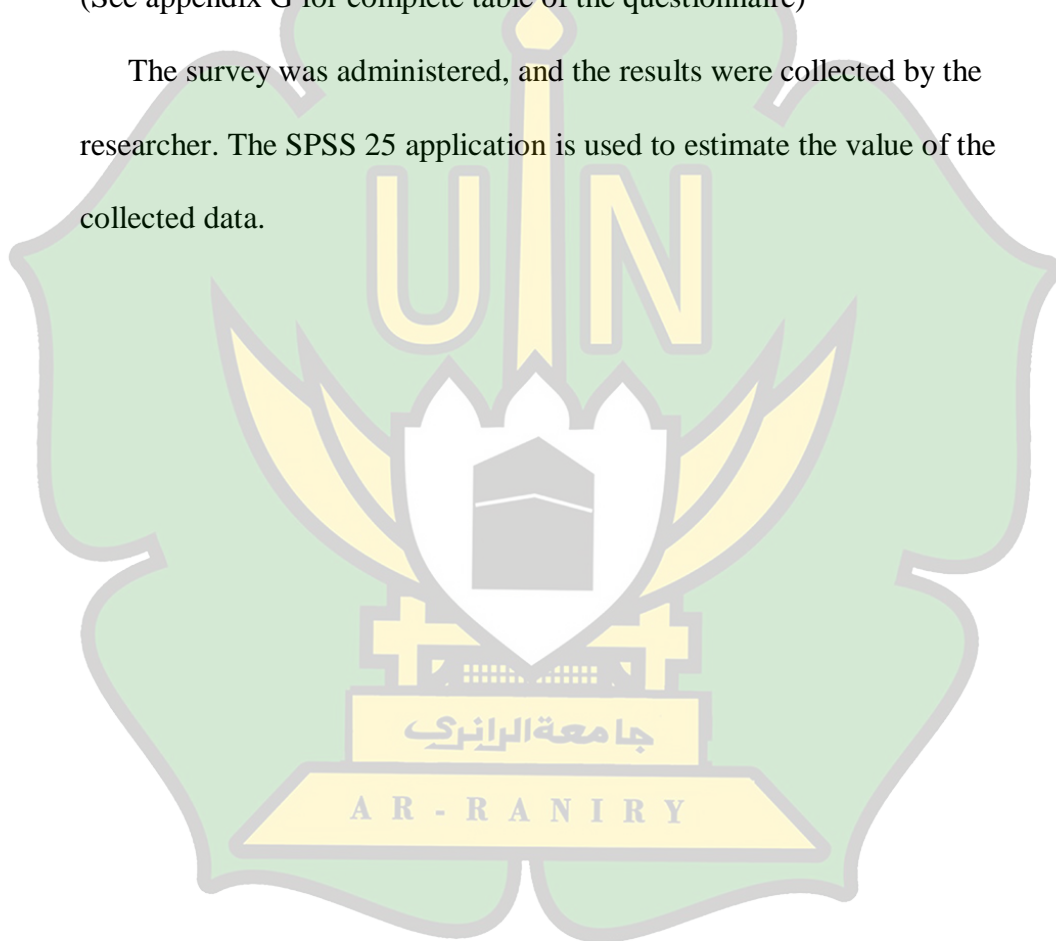
Table 3.3 *Questionnaires of This Research*

N O	Statement	Strongly agree	Agree	Disagree	Strongly disagree
1.	The first time I use the shadowing method to learn English vocabulary.				
2.	The shadowing method help me improve my vocabulary effectively.				
3.	The shadowing method help me expand my vocabulary.				
4.	The shadowing method has enhanced my confidence.				
5.	The shadowing method makes vocabulary learning more enjoyable and fascinating.				

6.	The shadowing method has improved my hearing ability.				
7.	My vocabulary growth has greatly improved.				
8.	The shadowing method has inspired me to actively seek out new vocabulary and use it into daily talks.				

(See appendix G for complete table of the questionnaire)

The survey was administered, and the results were collected by the researcher. The SPSS 25 application is used to estimate the value of the collected data.



CHAPTER 4

FINDINGS AND DISCUSSION

This chapter explores how students' progress through the shadowing use to increase their vocabulary. It offers the outcomes of the post-test and student questionnaire. The findings of the study are further examined in attempts to answer the research questions that were stated in the first chapter.

A. Findings

The post-test results and the students' perceptions of what they had done were used by the researcher to examine the data that was gathered. Using the shadowing method, the researcher was able to see an improvement in the vocabulary mastery of the students. The average scores from the students' post-test were utilized by the researcher. The study's conclusions were given in accordance with the research questions.

1. Research question one: Does the shadowing method improve students' vocabulary mastery?

a. The Result of Students' Post-test Score in Control Class and Experimental Class

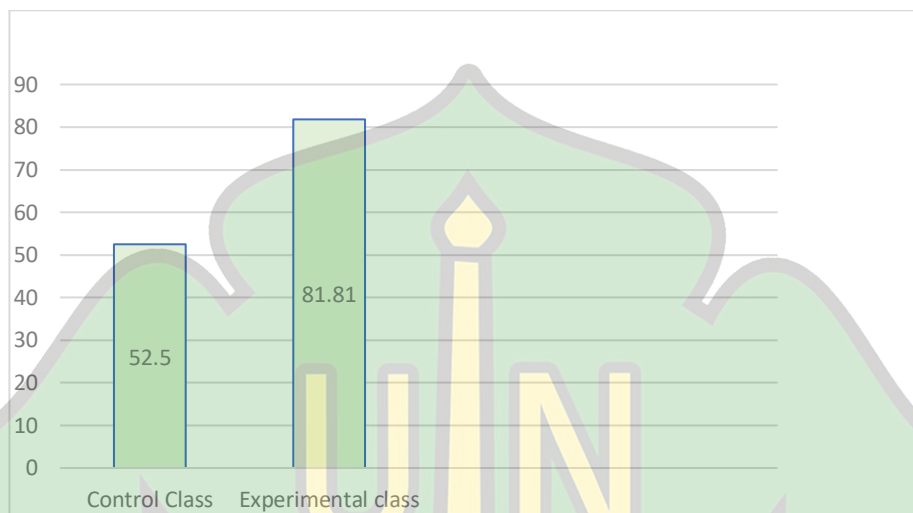
The post-test was used by the researcher to gather data. The post-test results and the mean scores of the experimental and control classes in table 4.1 are explained in the following format.

Table 4.1 *The Result of Students' Post-test Score in Control Class and Experimental Class*

Control class		Experimental class	
Students	Score	Students	Score
S5	30	S3	70
S9	30	S7	70
S11	30	S9	70
S17	30	S12	70
S1	40	S14	70
S6	40	S17	70
S13	40	S21	70
S3	50	S5	80
S4	50	S6	80
S7	50	S8	80
S10	50	S11	80
S15	50	S15	80
S12	60	S16	80
S8	70	S22	80
S14	70	S1	90
S16	70	S2	90
S18	70	S10	90
S19	70	S13	90
S20	70	S18	90
S2	80	S4	100
		S19	100
		S20	100
Mean Score	52.50	Mean Score	81.81

According to the data above, the experimental class's post-test mean score was 81.81, while the control class's post-test mean score was 52.50. A comparison of the two scores reveals a 29.31 difference in the class test results. The differences between the post-test results in the experimental class and the control class are shown in chart 4.1 below.

Chart 4.1 *The Differences Means of Post-test between Control Class and Experimental Class*



b. The T-Test's Result of Post-test in Control and Experimental Classes

To figure out whether there was a significant difference in the post-test between two classes, the researcher utilized the T-test in the SPSS program. The T-test findings from the post-test for the two classes are as follows. The following table 4.2 shows the results of the researchers' comparison.

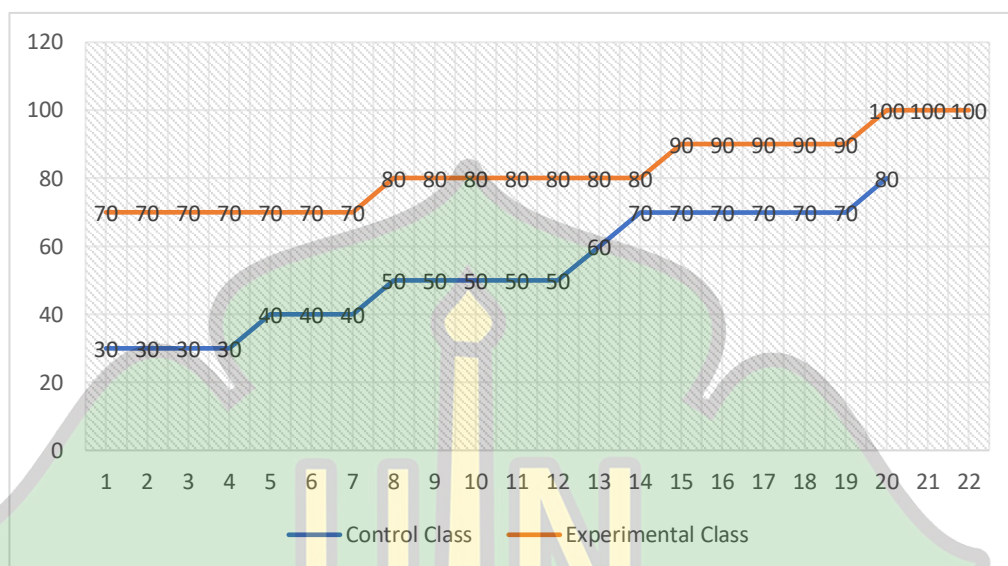
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A R - R A N I R Y

Table 4.2 *T-Test's Result of Post-test in Control and Experimental Classes*

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
hasil belajar siswa yang	Equal variances assumed	6.164	.017	-6.929	40	<.001	<.001	-29.31818	4.23121	37.878	20.768
	Equal variances not assumed			-6.788	31.728	<.001	<.001	-29.31818	4.31924	38.119	20.512

The post-test results for both of the classes are displayed in the data above. It can be seen from the value in the sig. (One-Sided p and Two-Sided p) the columns are 0.001, smaller than 0.05, so H_0 is rejected. In control and experimental classes, students' vocabulary mastery differs greatly. It indicates that vocabulary mastery has increased in one of the classes. The class that demonstrates progress when taught using the shadowing method is the experimental class in that situation. It demonstrates that using the shadowing method can help students become better in vocabulary.

Chart 4.2 *Post-Test Comparison of Control and Experimental Classes*

2. Research question two: What are students' responses on the use of shadowing method to improve their vocabulary?

The researcher used a questionnaire to collect information about students' perceptions of shadowing method. Students in the experimental class were given this questionnaire, which had 15 questions on it. To make the remarks easier for students to understand, the questionnaire is written in Indonesian. Additionally, the following tables provide an explanation of the questionnaire's results:

AR - R A N I R Y

Table 4.3 *The Percentage of Students' Answer about Their First Time Using Shadowing Method.*

The first time I use the shadowing method to learn English vocabulary.			
No	Option	Frequency	Percentage
Q1	1. Strongly agree	10	45%
	2. Agree	9	41%
	3. Disagree	3	14%
	4. Strongly Disagree	0	0%
Total		22	100%

It indicates that most students in the experimental class strongly agreed that it was the first time they use shadowing method in their English lesson. Strongly agree 45% students, agree 41% students, disagree 14% students and strongly disagree 0% student. Therefore, it can be seen that the total number of students who agree with this statement is 86% and those who disagree are 14%.

Table 4.4 *The Percentage of Students' Answer about Using Shadowing Method Improve Their Vocabulary Effectively.*

The shadowing method help me improve my vocabulary effectively.			
No	Option	Frequency	Percentage
Q2	1. Strongly agree	6	27%
	2. Agree	16	73%
	3. Disagree	0	0%
	4. Strongly Disagree	0	0%
Total		22	100%

It shows that most students in the experimental class agreed that shadowing method has helped them improve their vocabulary effectively. Strongly agree 27% students, agree 73% students, disagree and strongly disagree 0% student. Therefore, it can be seen that the total number of students who agree with this statement is 100% and those who disagree are 0%.

Table 4.5 *The Percentage of Students' Answer about Using Shadowing Method Help They Expand Their Vocabulary.*

The shadowing method help me expand my vocabulary.			
No	Option	Frequency	Percentage
Q3	1. Strongly agree	11	50%
	2. Agree	10	45%
	3. Disagree	0	0%
	4. Strongly Disagree	1	5%
Total		22	100%

It proves that most students in the experimental class strongly agreed that shadowing method has helped them expand their vocabulary. Strongly agree 50% students, agree 45% students, disagree 0% student and strongly disagree 5% student. Therefore, it can be seen that the total number of students who agree with this statement is 95% and those who disagree are 5%.

Table 4.6 *The Percentage of Students' Answer about Using Shadowing Method Help They Enhance Their Confidence.*

The shadowing method has enhanced my confidence.			
No	Option	Frequency	Percentage
Q4	1. Strongly agree	14	64%
	2. Agree	7	32%
	3. Disagree	1	5%
	4. Strongly Disagree	0	0%
Total		22	100%

It illustrates that most students in the experimental class strongly agreed that shadowing method has enhanced their confidence. Strongly agree 64% students, agree 32% students, disagree 5% student and strongly disagree 0% student. Therefore, it can be seen that the total number of students who agree with this statement is 95% and those who disagree are 5%.

Table 4.7 *The Percentage of Students' Answer about Vocabulary Learning More Enjoyable and Fascinating Using Shadowing Method.*

The shadowing method makes vocabulary learning more enjoyable and fascinating.			
No	Option	Frequency	Percentage
Q5	1. Strongly agree	11	50%
	2. Agree	9	41%
	3. Disagree	2	9%
	4. Strongly Disagree	0	0%
Total		22	100%

It points out that most students in the experimental class strongly agreed that shadowing method makes vocabulary learning more enjoyable and fascinating. Strongly agree 50% students, agree 41% students, disagree 9% students and strongly disagree 0% student. Therefore, it can be seen that the total number of students who agree with this statement is 91% and those who disagree are 9%.

Table 4.8 *The Percentage of Students' Answer about Improvement of Listening Skills by Using Shadowing Method.*

The shadowing method has improved my hearing ability.			
No	Option	Frequency	Percentage
Q6	1. Strongly agree	13	59%
	2. Agree	9	41%
	3. Disagree	0	0%
	4. Strongly Disagree	0	0%
Total		22	100%

It reveals that most students in the experimental class strongly agreed that shadowing method has improved their hearing ability. Strongly agree 59% students, agree 41% students, disagree and strongly disagree 0% student. Therefore, it can be seen that the total number of students who agree with this statement is 100% and those who disagree are 0%.

Table 4.9 *The Percentage of Students' Answer about the Expansion in Their Vocabulary.*

My vocabulary growth has greatly improved.			
No	Option	Frequency	Percentage
Q7	1. Strongly agree	9	41%
	2. Agree	10	45%
	3. Disagree	2	9%
	4. Strongly Disagree	1	5%
Total		22	100%

It highlights that most students in the experimental class agree that shadowing method that their vocabulary growth has greatly improved. Strongly agree 41% students, agree 45% students, disagree 9% students and strongly disagree 5% student. Therefore, it can be seen that the total number of students who agree with this statement is 86% and those who disagree are 14%.

Table 4.10 *The Percentage of Students' Answer about the Shadowing Method Encouraged Them to Actively Look for New Words to Include into Everyday Conversations.*

The shadowing method has inspired me to actively seek out new vocabulary and use it into daily talks.			
No	Option	Frequency	Percentage
Q8	1. Strongly agree	9	41%
	2. Agree	11	50%
	3. Disagree	0	0%
	4. Strongly Disagree	2	9%
Total		22	100%

It represents that most students in the experimental class agreed that shadowing method has inspired them to actively seek out new vocabulary and use it into daily talks. Strongly agree 41% students, agree 50% students, disagree 0% student and strongly disagree 9% students. Therefore, it can be seen that the

total number of students who agree with this statement is 91% and those who disagree are 9%.

Table 4.11 *The Percentage of Students' Answer about How Much They Thought the Shadowing Approach Was a Great Strategy for English Language Learners.*

I believe that the shadowing method is a very effective way to improve vocabulary knowledge in English learners.			
No	Option	Frequency	Percentage
Q9	1. Strongly agree	14	64%
	2. Agree	7	32%
	3. Disagree	1	5%
	4. Strongly Disagree	0	0%
Total		22	100%

It displays that most students in the experimental class strongly agreed that shadowing method is a very effective way to improve vocabulary knowledge in English learners. Strongly agree 64% students, agree 32% students, disagree 5% student and strongly disagree 0% student. Therefore, it can be seen that the total number of students who agree with this statement is 95% and those who disagree are 5%.

Table 4.12 *The Percentage of Students' Answer about Using the Shadowing Method Makes Them Feel More at Ease and Confident While Using New Vocabulary.*

The shadowing method increases my comfort and confidence while employing new words.			
No	Option	Frequency	Percentage
Q10	1. Strongly agree	13	59%
	2. Agree	8	36%
	3. Disagree	1	5%
	4. Strongly Disagree	0	0%
Total		22	100%

It confirms that most students in the experimental class strongly agreed that shadowing method is increases their comfort and confidence while employing. Strongly agree 59% students, agree 36% students, disagree 5% student and strongly disagree 0% student. Therefore, it can be seen that the total number of students who agree with this statement is 95% and those who disagree are 5%.

Table 4.13 *The Percentage of Students' Answer about the Shadowing Method has Become an Important Component of Their English Learning Practice.*

Shadowing method has become a crucial element of my English learning practice.			
No	Option	Frequency	Percentage
Q11	1. Strongly agree	12	54.5%
	2. Agree	9	40.9%
	3. Disagree	1	4.5%
	4.Strongly Disagree	0	0%
Total		22	100%

It supports the claim that most students in the experimental class strongly agreed that shadowing method has become a crucial element of their English learning practice. Strongly agree 54.5% students, agree 40.9% students, disagree 4.5% student and strongly disagree 0% student. Therefore, it can be seen that the total number of students who agree with this statement is 95.5% and those who disagree are 4.5%.

Table 4.14 *The Percentage of Students' Answer about That They Would Definitely Recommend the Shadowing Method.*

I definitely recommend the shadowing method to any student who wish to boost their English vocabulary.			
No	Option	Frequency	Percentage
Q12	1. Strongly agree	10	45%
	2. Agree	11	50%
	3. Disagree	0	0%
	4. Strongly Disagree	1	5%
Total		22	100%

It can be seen that most students in the experimental class agreed that they definitely recommend the shadowing method to any student who wish to boost their English vocabulary. Strongly agree 45% students, agree 50% students, disagree 0% student and strongly disagree 5% student. Therefore, it can be seen that the total number of students who agree with this statement is 95% and those who disagree are 5%.

Table 4.15 *The Percentage of Students' Answer about Their Perspective of Shadowing Method.*

My perspective on vocabulary learning has shifted due to the shadowing method and I find it now more engaging, fulfilling, and involved.			
No	Option	Frequency	Percentage
Q13	1. Strongly agree	10	45.5%
	2. Agree	10	45.5%
	3. Disagree	2	9.1%
	4. Strongly Disagree	0	0%
Total		22	100%

It also shows that most students in the experimental class agreed that their perspective on vocabulary learning has shifted due to the shadowing method and they find it now more engaging, fulfilling, and involved. Strongly agree 45.5% students, agree 45.5% students, disagree 9.1% students and strongly disagree 0%

student. Therefore, it can be seen that the total number of students who agree with this statement is 90.9% and those who disagree are 9.1%.

Table 4.16 *The Percentage of Students' Answer about the Shadowing Method is Crucial Method in Learning English.*

I am sure the shadowing approach will be crucial to my future attempts to learn English.			
No	Option	Frequency	Percentage
Q14	1. Strongly agree	10	45%
	2. Agree	12	55%
	3. Disagree	0	0%
	4. Strongly Disagree	0	0%
Total		22	100%

It is proof that most students in the experimental class agreed that they are sure the shadowing approach will be crucial to their future attempts to learn English. Strongly agree 45% students, agree 55% students, disagree 0% student and strongly disagree 0% student. Therefore, it can be seen that the total number of students who agree with this statement is 100% and those who disagree are 0%.

Table 4.17 *The Percentage of Students' Answer about Shadowing Method can Expand Their English Vocabulary.*

This shadowing method allows me to broaden my English vocabulary.			
No	Option	Frequency	Percentage
Q15	1. Strongly agree	9	41%
	2. Agree	13	59%
	3. Disagree	0	0%
	4. Strongly Disagree	0	0%
Total		22	100%

Table above shows that most students in the experimental class agreed that shadowing method allows them to broaden their English vocabulary. Strongly agree 41% students, agree 59% students, disagree and strongly disagree 0%

student. Therefore, it can be seen that the total number of students who agree with this statement is 100% and those who disagree are 0%.

B. Discussion

The research questions from Chapter 1 are discussed in the following discussion by the researcher. The following are a discussion of the research questions from chapter 1:

1. Does the shadowing method improve students' vocabulary mastery?

With the post-test provided to both classes, this research issue is answered. The post-test results from both classes show differences of ability and mastery of vocabulary that in control class has low scores. In contrast, the post-test results of experiment class show that they have higher scores than control class. This is due to the experiment class's usage of the shadowing method of learning. The post-test results for the experimental class and control class show a significant rise in the vocabulary mastery scores of the students in the experimental class who used the shadowing method. Table 4.1 shows that, with an average difference of 29.31, the post-test mean scores of the students in the experimental class are higher than those in the control class. The experimental class's mean post-test scores are greater than those of the control group as a result of the shadowing method treatment. This research is supported by a number of earlier studies, including those by Wuladari and Lestari (2019). They stated that apply shadowing method to improve students' vocabulary mastery has significant influence on improving students' vocabulary mastery. Yoshida, M. (2007)

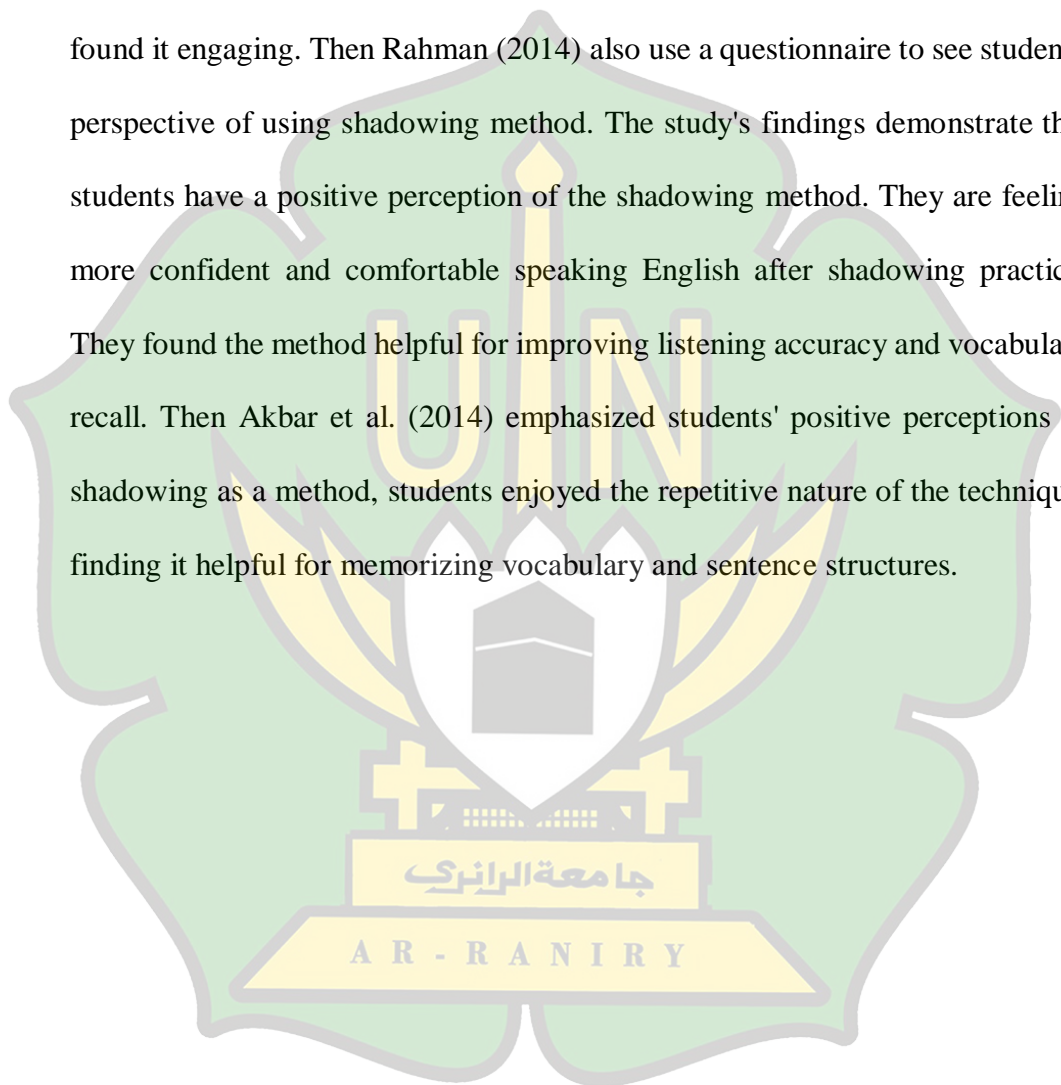
confirms that participants who engage in shadowing exercises on a regular basis enhance their vocabulary learning significantly. Another previous researcher, Lee, S. (2012), proved that individuals who included shadowing in their language learning routines experienced faster and more effective vocabulary expansion than those who did not. Tanaka, H. (2015), like other supporters from previous research, reported that regular shadowing practice not only enhanced vocabulary acquisition but also raised learners' confidence in employing new terms in ordinary communication.

2. What are students' response on the use of shadowing method to improve their vocabulary?

Other instruments were used in this study to gather data. To learn more about the attitudes and experiences of students utilizing the shadowing method, the researcher used a questionnaire. Researchers obtained comprehensive data in this method. After the students completed the questionnaire and the results were in, the researcher utilized frequency distribution to determine how frequently each statement in the questionnaire occurred in order to analyze the data. For each statement, the majority of students selected the same degree of agreement. Students did, however, also select varying degrees of agreement with one another. It is clear from the earlier findings that employing the shadowing method to teach students effectively grabs their attention during the learning process and can help them comprehend and advance their vocabulary mastery. When students employ the shadowing method during the learning process, it can

be known that they have pleasant and favorable perceptions and views, that boosts their mastery of vocabulary.

It aligns with study by Liu (2013) students agree that the shadowing method is fun and easy to use. Students enjoyed the method for its effectiveness and found it engaging. Then Rahman (2014) also use a questionnaire to see students' perspective of using shadowing method. The study's findings demonstrate that students have a positive perception of the shadowing method. They are feeling more confident and comfortable speaking English after shadowing practice. They found the method helpful for improving listening accuracy and vocabulary recall. Then Akbar et al. (2014) emphasized students' positive perceptions of shadowing as a method, students enjoyed the repetitive nature of the technique, finding it helpful for memorizing vocabulary and sentence structures.



CHAPTER 5

CONCLUSION AND SUGGESTIONS

The researcher explains two sections in this chapter. The research's conclusions and suggestions are presented. The key findings of the study are included in the conclusion, along with research suggestions.

A. Conclusion

Following treatment, the post-test results of students in the experimental class were higher than those of the control group, the researcher discovered after completing the study. This study demonstrates how well the shadowing method enhances students' vocabulary learning. To get this conclusion, a few statistical tests were conducted. First, the researcher looked for the average value of the mean of the post-test in the control class is 52.50, while the mean of experimental class is 81.81 with a difference between the two classes is 29.31. The control class does not pass the minimum English completion criteria (KKM) but the experimental class does pass, minimum completion criteria for English at this school is 70. Following the independent test, both post-test findings showed a significance level (2-tailed) of $.001 < 0.05$, suggesting that was decided to accept the alternative hypothesis (H_a) and reject the null hypothesis (H_0). In experimental classes, students' vocabulary mastery varies greatly. The study's findings demonstrated that once the students received treatment from the researcher using the shadowing approach, their vocabulary mastery improved. Thus, it can be concluded that using the shadowing method to increase students' vocabulary mastery is highly helpful.

For the second conclusion, information about how students felt about the shadowing method's use in improving vocabulary mastery was also gathered for this study. The majority of students agreed that learning a foreign language had been greatly helped by the shadowing method. They also agreed that the shadowing method was very effective to use. The shadowing method is a nice learning tool for students as well. It enhances student understanding and competence in languages. Additionally, it makes students feel more motivated and excited to learn language, which benefit them and advance their vocabulary mastery.

B. Suggestions

This study shows that using the shadowing method to help students become more proficient in vocabulary has a significant impact on the outcomes that they get. However, the researcher offers multiple suggestions for educators, learners, and particularly for next researchers who explore the same subject as this investigation. First, because it may draw students' attention, the researcher advises teachers to employ the shadowing method to help students become more proficient in language. Additionally, it can help students enjoy their education, which increase their accessibility and vocabulary mastering of new words.

The shadowing method can boost students' confidence in their ability to learn English, particularly when it comes to expanding their vocabulary. Also because the shadowing method helps students become more proficient with vocabulary, the researcher advises students to continue learning new words while maintaining their confidence. The final step is for the following researcher

to investigate the same subject as this one. The next researcher should expand on this study's depth in order to provide a detailed explanation of how student confidence increases vocabulary mastery. The following researcher can also use or add additional tools to gather more thorough final data.



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APPENDICES

Appendix A : Appointment Letter of Supervisors



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-2048/Un.08/FTK/Kp.07.6/02/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

- DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-6654/Un.08/FTK/Kp.07.6/06/2023
KEDUA : Menunjuk Saudara :

1. **Khairah Syahabuddin, M.Hsc.Esl. M.TESOL., Ph.D** Sebagai Pembimbing pertama
2. **Siti Khasinah, S.Ag., M.Pd** Sebagai Pembimbing kedua

Untuk membimbing Skripsi

Nama : Adinda IntanDhiya' Farsya
NIM : 190203075
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Shadowing Method to Improve Students' Vocabulary Mastery

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 15 Februari 2024
Dekan,


Safrul Muluk



Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

Appendix B : Recommendation Letter to Conduct Field Research

**KEMENTERIAN AGAMA**
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-1967/Un.08/FTK.1/TL.00/2/2024
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Aceh Selatan
2. Kepala SMPN 1 Bakongan


Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ADINDA INTAN DHIYA` FARSYA / 190203075**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Jln. Baburahman Lr. Muslimin, Lamteumen Timur, Dusun teratai, Banda Aceh.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Using Shadowing Method to Improve Students' Vocabulary Mastery**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 11 Februari 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 22 Maret 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C : Research Permission Letter from the South Aceh Education and Culture Service to SMPN 1 Bakongan

**PEMERINTAH KABUPATEN ACEH SELATAN**
DINAS PENDIDIKAN DAN KEBUDAYAAN
Jl. Cut Nyak Dhien No. 14/14a, Telp/Fax (0656) 322124, Email : disdikbud.asel@gmail.com.
TAPAKTUAN Kode Pos : 23711

Nomor : 423.4 / 35 / 2024
Lampiran : -
Perihal : Izin Penelitian Ilmiah Mahasiswa

Tapaktuan, 19 Februari 2024

Kepada Yth,
Kepala SMPN 1 Bakongan
di-
Tempat

Sesuai dengan Surat Kementerian Agama Universitas Islam Negeri Ar-Raniry Fakultas Tarbiyah dan Keguruan Nomor : B-1967/Un.08/FTK-1/TL.00/2/2024 tanggal 11 Februari 2024 perihal Penelitian Ilmiah Mahasiswa..

Pada prinsipnya Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Aceh Selatan memberikan izin kepada :

Nama : ADINDA INTAN DHIYA FARSYA
NIM : 190203075
Jurusan/Program Studi : Pendidikan Bahasa Inggris

Untuk Melakukan Penelitian di SMP Negeri 1 Bakongan Kabupaten Aceh Selatan Untuk Penyusunan Skripsi dengan Judul : "USING SHADOWING METHOD TO IMPROVE STUDENTS' VOCABULARY MASTERY", dengan ketentuan data yang diambil hanya sebatas pembuatan karya Tulis / Working Paper (Skripsi) untuk penyelesaian Study pada Universitas Islam Negeri Ar-Raniry Fakultas Tarbiyah dan Keguruan.

Demikian surat izin ini dikeluarkan untuk dapat dipergunakan seperlunya.


Kepala Dinas Pendidikan dan Kebudayaan
Kabupaten Aceh Selatan
AGMAL AH, S.Pd
Pembina Utama Muda
NIP. 19660604 198702 1 001

Disdikbud/Sekret UK/19 Feb 2024

Appendix D : Confirmation Letter of Conducted Research from the School of
SMPN 1 Bakongan

 **PEMERINTAH KABUPATEN ACEH SELATAN**
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 BAKONGAN
Jalan Skep No.42 Bakongan 23773
Email: smp1.bakongan@yahoo.com NSS : 201060720006

NPSN 10102709

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
NOMOR : 424/ 016 /2024

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Negeri 1 Bakongan, menerangkan bahwa :

Nama : Adinda Intan Dhiya` Farsya
NIM : 190203075
Fakultas : Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Jurusan : Pendidikan Bahasa Inggris
Instansi : UIN Ar-Raniry

Yang tersebut di atas benar telah melakukan penelitian guna penyusunan skripsi mulai tanggal 19 Februari s/d 04 Maret 2024 dengan judul "*Using Shadowing Method to Improve Students' Vocabulary Mastery*", dengan ketentuan data yang diambil hanya sebatas pembuatan karya tulis / working Paper (Skripsi) untuk penyelesaian Study pada Universitas Islam Negeri Ar – Raniry Fakultas Tarbiyah dan Keguruan.

Demikian surat izin dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Bakongan, 19 Februari 2024

Kepala Sekolah,

H. Manparisi, S.Pd
NIP. 19760402 199803 1005



AR - ACEH SELATAN

Appendix E : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Negeri 1 Bakongan
Nama Guru : Adinda Intan Dhiya' Farsya
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / Genap
Alokasi waktu : 4 JP x 40 menit (2 pertemuan)
Materi : Simple Present Tense

A. Kompetensi Inti

- KI-1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI-2: Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI-3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI-4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	3.6.1 Mengidentifikasi (C1) fungsi sosial teks interaksi transaksional: simple present tense 3.6.2 Mengklasifikasikan (C2) ungkapan yang sering digunakan dalam kalimat simple present tense. 3.6.3 Menentukan (C3) unsur kebahasaan kalimat simple present tense
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.6.1 Menyusun teks interaksi transaksional yang mengandung kalimat simple present tense sesuai dengan struktur teks dan unsur kebahasaan

C. Tujuan Pembelajaran

Melalui pendekatan saintifik dengan menggunakan model *discovery learning*, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks serta unsur-unsur kebahasaan teks interaksi transaksional (simple present tense) dan terampil dalam menyusun teks interaksi transaksional dengan penuh rasa ingin tahu, disiplin, percaya diri selama proses pembelajaran serta mampu berkomunikasi dan bekerjasama dengan baik dalam kelompok.

D. Materi Pembelajaran

1. Pengertian

Simple present tense adalah tenses yang digunakan ketika suatu kejadian sedang berlangsung saat ini suatu kebenaran umum atau kejadian yang berlangsung berulang kali (kebiasaan). *Simple present tense is used to express action in the present time, habitual actions and general truths/facts.*

2. Fungsi Sosial/Tujuan

Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya.

3. Struktur Umum

Untuk membentuk kalimat tense ini, biasanya digunakan kata kerja bentuk dasar atau Verb 1. Kecuali untuk kata ganti orang ketiga, menggunakan Verb 1 + s/es. Seperti ditunjukkan pada table dibawah ini.

Subject	Verb	The Rest of the Sentence
I (singular subject)	go	to the school by bus
You / They / We (plural subject)		
She / He / It (singular subject)	goes	to the school by bus

4. Unsur Kebahasaan

Rumus simple present tense terbagi 2 macam yaitu kalimat verbal dan kalimat nominal. Kalimat verbal adalah kalimat yang menggunakan kata kerja (verb), sedangkan kalimat nominal adalah kalimat yang tidak menggunakan

kata kerja. Untuk membentuk kalimat verb tense ini , biasanya digunakan kata kerja bentuk dasar, atau Verb 1. Kecuali untuk kata ganti orang ketiga, menggunakan Verb 1 + s/es. Seperti ditunjukkan pada table dibawah ini.

Lihat lampiran 1

5. Topik

Penggunaan present tense terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda dsb.

6. Contoh Kalimat Present Tense

- Doni gets up early at 5 o'clock every day.
- John takes a bath twice a day.
- The President of Indonesia is Joko Widodo.
- Diana, Ryan and I are best friend.
- She does not read Harry Potter books every day.
- It is not my cat.
- Does she read a Harry Potter book?
- Do they watch a new movie every day?
- Are they football fans of Persija Jakarta?

E. Metode Pembelajaran

1. Pendekatan : Saintifik
2. Metode : Shadowing Method

F. Media/Alat dan Bahan

1. Media : Handphone
2. Alat dan bahan : Papan tulis, spidol, penghapus

G. Sumber Belajar

1. Buku pembelajaran :

Wachidah, Siti. dkk. 2017. Bahasa Inggris, *When English Rings The Bel*.
Jakarta: Kementerian Pendidikan dan Kebudayaan.

H. Kegiatan Pembelajaran

Pertemuan 1 (2 x 40 menit)

Kegiatan	Deskripsi kegiatan
Pendahuluan	<ul style="list-style-type: none">- Guru memberi salam dan menanyakan kabar peserta didik.- Berdoa bersama.- Guru memeriksa daftar hadir peserta didik.- Guru melakukan apersepsi dengan bertanya tentang materi terkait. Contoh:<ul style="list-style-type: none">- <i>Can you have a dialogue using simple present tense?</i>
	<ul style="list-style-type: none">- Guru menginformasikan materi yang akan dipelajari dimana akan menggunakan shadowing method.
	<ul style="list-style-type: none">- Guru memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari.- Guru menyampaikan tujuan dan langkah pembelajaran.

<p>Kegiatan inti</p>	<ul style="list-style-type: none"> - Guru membagikan kertas yang berisi kalimat-kalimat dan dialog simple present tense (lihat dilampiran 2). Kemudian peserta didik mengamati kalimat-kalimat tersebut. - Guru memberi pertanyaan pancingan. Contoh: <i>Are there any words you've never seen before?</i> - Peserta didik memberikan pendapat secara lisan tentang kalimat yang berisi kosa kata yang dibagikan oleh guru. - Guru memberikan instruksi kepada peserta didik untuk menggunakan shadowing method, guru akan membacakan kalimat satu-persatu lalu diikuti oleh peserta didik. Shadowing method dilakukan 2 kali putaran. Pada putaran yang ke-3, peserta didik akan menggunakan shadowing method secara berpasangan. - Peserta didik menanyakan hal-hal terkait dengan kosa kata dan simple present tense secara lisan kepada guru. - Peserta didik membaca dari berbagai sumber terkait simple present tense. - Kemudian, guru membagikan lembar kerja siswa yang berisikan kalimat acak dan masing-masing peserta didik
----------------------	--

	<p>menyusun kalimat tersebut dengan benar.</p>
Penutup	<ul style="list-style-type: none"> - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran - Guru menanyakan kesulitan yang dihadapi siswa dalam melakukan aktivitas pembelajaran. - Siswa secara bersama-sama menyimpulkan hasil pembelajaran kemudian Guru memberikan penguatan. - Guru memberikan tugas tambahan membuat 15 kalimat simple present tense (menggunakan kosa kata baru) yang harus dikumpul dipertemuan selanjutnya. - Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. - Kegiatan pembelajaran diakhiri dengan doa bersama. - Guru menutup kelas dengan memberi salam.

I. Penilaian Hasil Pembelajaran

1. Teknik Penilaian (terlampir)

a. Pengetahuan

Penilaian keterampilan berupa penilaian penyusunan kalimat terkait kegiatan sehari-hari dengan menggunakan kalimat simple present.

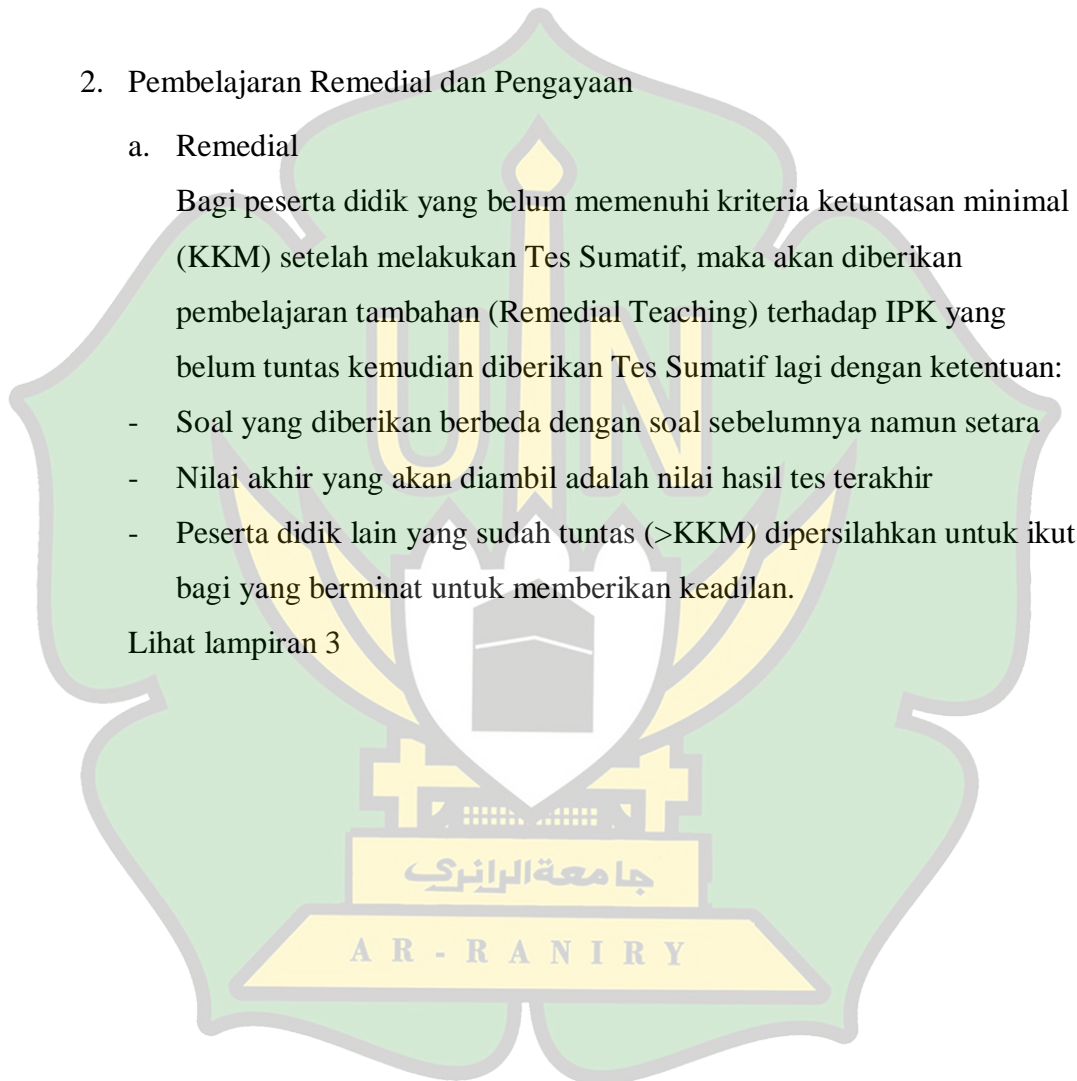
2. Pembelajaran Remedial dan Pengayaan

a. Remedial

Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM) setelah melakukan Tes Sumatif, maka akan diberikan pembelajaran tambahan (Remedial Teaching) terhadap IPK yang belum tuntas kemudian diberikan Tes Sumatif lagi dengan ketentuan:

- Soal yang diberikan berbeda dengan soal sebelumnya namun setara
- Nilai akhir yang akan diambil adalah nilai hasil tes terakhir
- Peserta didik lain yang sudah tuntas (>KKM) dipersilahkan untuk ikut bagi yang berminat untuk memberikan keadilan.

Lihat lampiran 3



LAMPIRAN

Lampiran 1

FORM						
Affirmative/ Declarative (+)		Negative (-)		Interrogative (?)		
I		I			I	
You	write	You	do not	do	You	write?
We	study	We	write		We	study?
They		They	do not		They	
The students		The students	study		The students	
She		She	does not	does	She	write?
He	writes	He	write		He	study?
It	studies	It	does not		It	
The student		The student	study		The student	

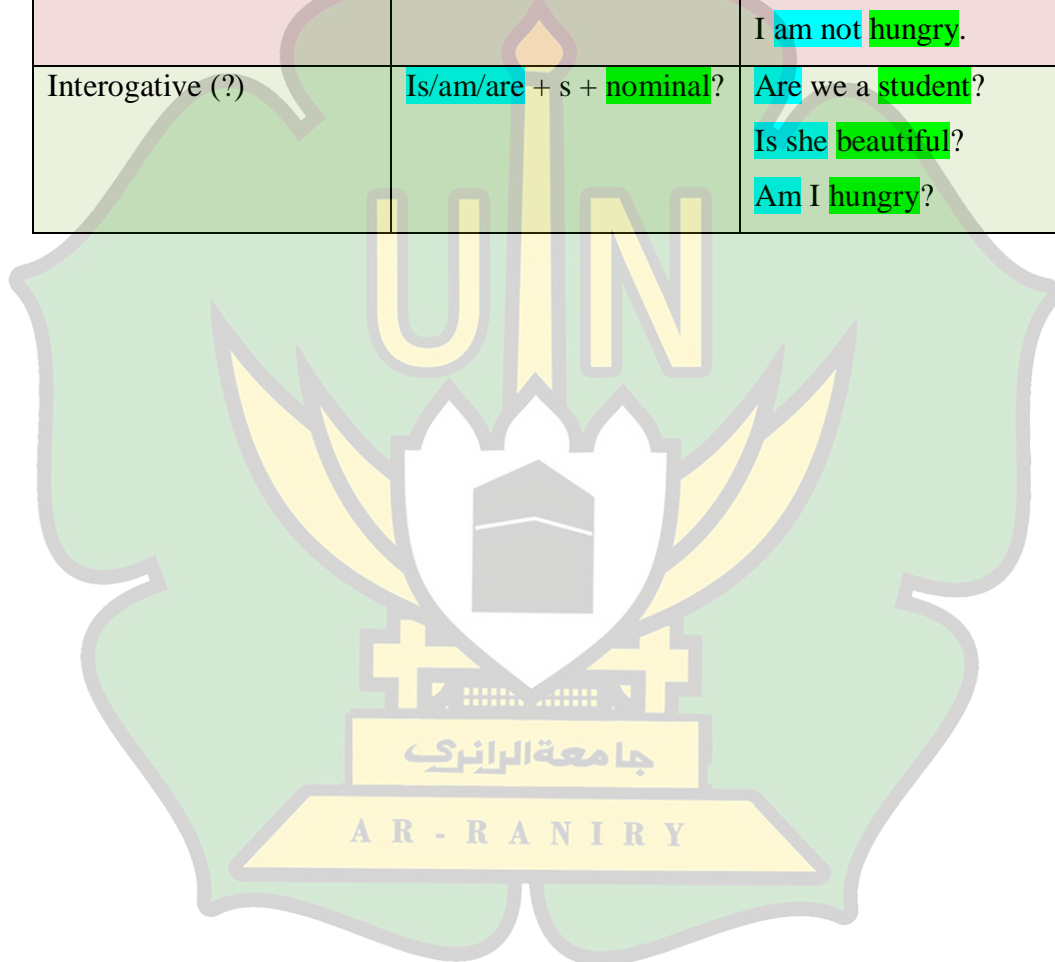
- The form of simple present tense use **verb** (kata kerja)

Bentuk	Rumus	Contoh kalimat
Affirmative (+)	S + verb-1 + s/es + o	We study english She studies english
Negative (-)	S + do/does + not + verb-1 + o	We do not study english She does not study english
Interrogative (?)	Do/does + S + verb-1 + o?	Do we study english? Does she study english?

Note: do/does + not = don't or doesn't

- The form of simple present tense use **nominal** (adjective/noun/adverb)

Bentuk	Rumus	Contoh kalimat
Affirmative (+)	S + is/am/are + nominal	We are a student . She is beautiful . I am hungry .
Negative (-)	S + is/am/are + not + nominal	We are not a student . She is not beautiful . I am not hungry .
Interogative (?)	Is/am/are + s + nominal ?	Are we a student ? Is she beautiful ? Am I hungry ?



SIMPLE PRESENT TENSE

A. Below are simple present tense sentences

1. Jason plays the guitar. (Jason memainkan gitar.)
2. She watches TV in the evening. (Dia menonton TV di malam hari.)
3. I talk with my friends in the living room every Sunday. (Saya berbicara bersama teman-teman saya di ruang tamu setiap hari Minggu.)
4. I write a letter for my mother. (Saya menulis surat untuk ibu saya.)
5. Intan needs a dictionary. (Intan membutuhkan kamus.)
6. I like apple very much. (Saya sangat suka apel.)
7. I cry everytime I watch the movie. (Saya menangis setiap kali menonton film.)
8. That is monkey. (Itu adalah monyet.)
9. They push the button. (Mereka menekan tombolnya.)
10. My father is in the garden. (Ayahku ada di taman.)

B. Below is a simple present tense dialogue

- Maya : Hey Ben, what time do you usually wake up for school?
Ben : Hi Maya, I usually wake up at 6:00 am. How about you?
Maya : I wake up a little earlier, at 5:30 am. I need some extra time to get ready.
Ben : Makes sense. What do you do after you wake up?
Maya : Well, I brush my teeth, get dressed, and eat breakfast. Do you have breakfast at home?
Ben : Sometimes. Other times, I grab something quick on the way to school.
Maya : Interesting. What time does your school start?
Ben : Classes start at 7:30 am. Do you have any favorite classes?
Maya : I love English and history! What about you?
Ben : I really enjoy science and math. But after all those classes, what's the best part of your day?
Maya : Lunch! I love hanging out with my friends and catching up.
Ben : Agreed! After lunch, do you have any after-school activities?
Maya : Sometimes I have band practice, but other days I go home and do homework.
Ben : Sounds like a busy day! What time do you usually finish your homework?
Maya : I try to be done by 8:00 pm so I can have some free time to relax and watch TV.
Ben : That sounds like a good plan. Well, it looks like it's almost time for school.
Maya : You're right! See you in class, Ben!

Lampiran 3

A. Instrumen Penilaian Pengetahuan

- Teknik penilaian: Tes tulis.
- Bentuk penilaian: Peserta didik menyusun kalimat simple present.
- Rubrik penilaian dan penskoran:

Grade	Skor	Kriteria Penilaian
Sangat Kurang	<20	Kata-kata dan verb disusun tidak sistematis dan penggunaan verb tidak sesuai dengan subject.
Kurang	21-40	Kata-kata dan verb disusun sistematis namun penggunaan verb tidak sesuai dengan subject.
Cukup	41-60	Penggunaan verb sesuai dengan subject namun kata-kata disusun tidak sistematis.
Baik	61-80	Kata-kata dan verb disusun sistematis, penggunaan verb sesuai dengan subject namun terdapat kesalahan ejaan dalam penulisan.
Sangat Baik	>81	Kata-kata dan verb disusun sistematis, penggunaan verb sesuai dengan subject dan tidak terdapat kesalahan ejaan dalam penulisan.

- Bentuk soal:

Arrange these words into a correct sentence!

1. wake up - I always - in the morning. - at 6.00
2. every morning. – Peter - the school bus - at 8.15 - gets on
3. his teeth – brushes - three times a day. – Turner
4. with soap. - her face – washes – Claire
5. listen - to music. - Larry and Angela

- Answer key:

1. I always wake up at 6.00 in the morning.
2. Peter gets on the school bus at 8.15 every morning.
3. Turner brushes his teeth three times a day.
4. Claire washes her face with soap.
5. Larry and Angela listen to music.

STUDENT WORKSHEET

Name :

Class :

Date :

Arrange these words into a correct sentence!

1. wake up - I always - in the morning. - at 6.00

Answer :

2. every morning. – Peter - the school bus - at 8.15 - gets on

Answer :

3. his teeth – brushes - three times a day. – Turner

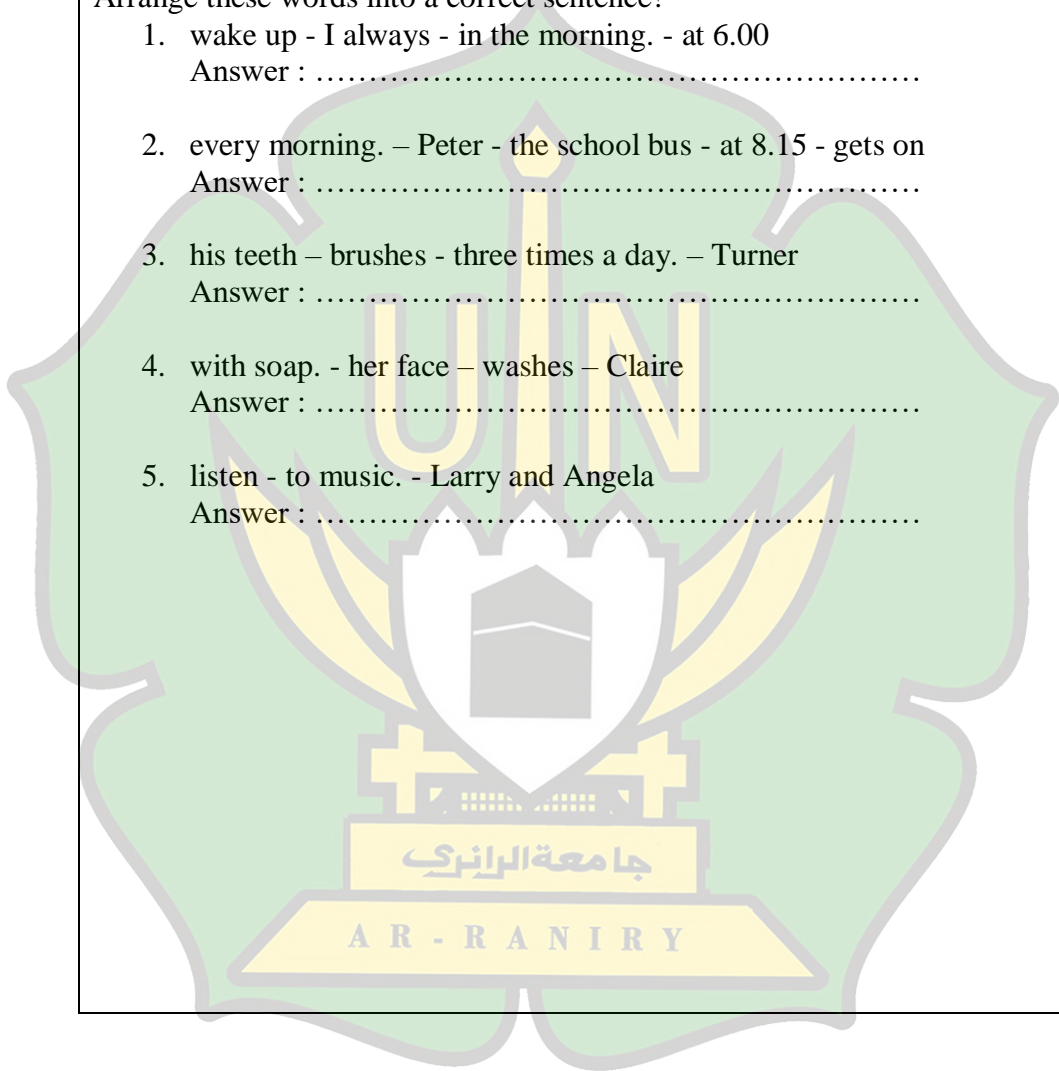
Answer :

4. with soap. - her face – washes – Claire

Answer :

5. listen - to music. - Larry and Angela

Answer :



Appendix F : Post-Test

Post test

Simple present tense

Name :

Class :

Choose the verb that best completes the sentence in the positive simple present tense. Remember, this tense describes habitual actions or facts!

1. Every morning, the sun in the east.

(a) sets (b) shines (c) sleeps (d) swims

2. I neverto thank my grandma for her delicious cookies.

(a) forget (b) forgave (c) forgive (d) forgot

3. The bakery next door.... amazing all day long.

(a) smells (b) smelled (c) will smell (d) is smelling

4. My dog usually at loud noises.

(a) barks (b) will bark (c) barks (d) barked

5. We rarely abroad during the winter.

(a) travel (b) traveled (c) traveling (d) will travel

6. My dad always dinner on Sundays.

(a) cooks (b) cooked (c) has cooked (d) will cook

7. John and Mary often for walks in the park after work.

(a) go (b) went (c) are going (d) will go

8. The library downstairs ... at 10 pm every night.

(a) closes (b) closed (c) closing (d) is closing

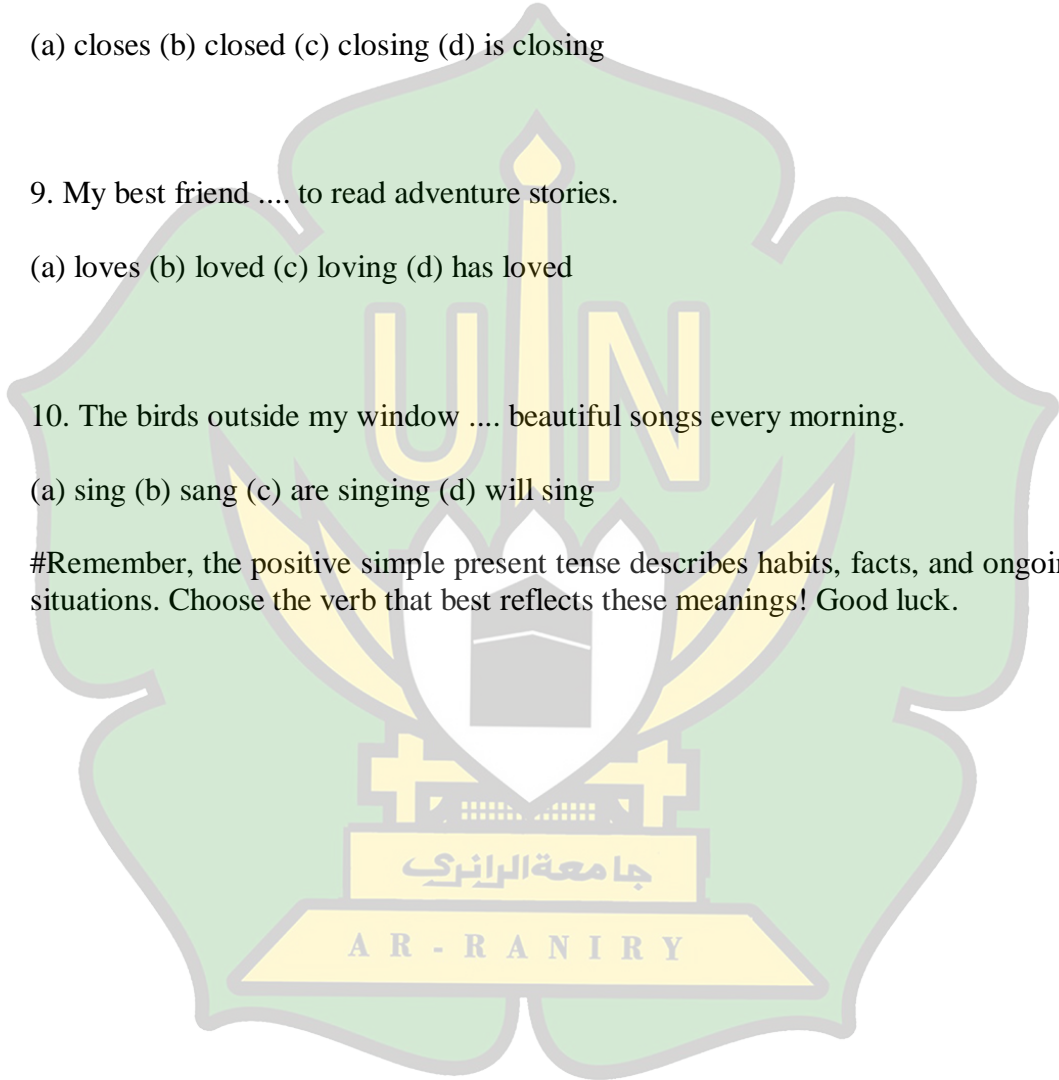
9. My best friend to read adventure stories.

(a) loves (b) loved (c) loving (d) has loved

10. The birds outside my window beautiful songs every morning.

(a) sing (b) sang (c) are singing (d) will sing

#Remember, the positive simple present tense describes habits, facts, and ongoing situations. Choose the verb that best reflects these meanings! Good luck.



Appendix G : Questionnaire in Indonesian

QUESTIONNAIRE

Participant Identity

Name :

Class :

NO	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Untuk pertama kalinya saya menggunakan metode shadowing dalam penguasaan kosakata Bahasa Inggris.				
2.	Metode shadowing telah membantu saya memperluas kosa kata saya dengan cara yang efektif.				
3.	Metode shadowing telah meningkatkan kemampuan saya untuk menggunakan kata-kata baru.				
4.	Metode shadowing telah meningkatkan kepercayaan diri saya.				
5.	Metode shadowing membuat pembelajaran kosakata menjadi lebih menyenangkan dan menarik.				
6.	Metode shadowing telah membantu saya mengembangkan pendengaran saya lebih baik terhadap ucapan asli Bahasa Inggris.				
7.	Saya melihat peningkatan yang signifikan dalam pengembangan kosakata saya.				
8.	Metode shadowing telah memotivasi saya untuk secara aktif mencari kosakata baru dan memasukkannya ke dalam percakapan sehari-hari.				

9.	Saya percaya bahwa metode shadowing adalah metode yang sangat efektif untuk meningkatkan penguasaan kosakata dalam pembelajar Bahasa Inggris.				
10.	Metode shadowing membuat saya lebih nyaman dan percaya diri menggunakan kosakata baru.				
11.	Metode shadowing telah menjadi bagian penting dari strategi pembelajaran Bahasa Inggris saya.				
12.	Saya sangat merekomendasikan metode shadowing kepada siswa mana pun yang ingin meningkatkan kosakata Bahasa Inggris mereka.				
13.	Metode shadowing telah mengubah pandangan saya tentang pembelajaran kosakata, menjadikannya lebih interaktif, menarik, dan bermanfaat.				
14.	Saya yakin bahwa metode shadowing akan terus memainkan peran penting dalam upaya pembelajaran Bahasa Inggris saya di masa depan.				
15.	Dengan adanya metode shadowing ini, saya bisa memperluas kosakata Bahasa Inggris saya.				

Appendix H : Questionnaire in English

QUESTIONNAIRE

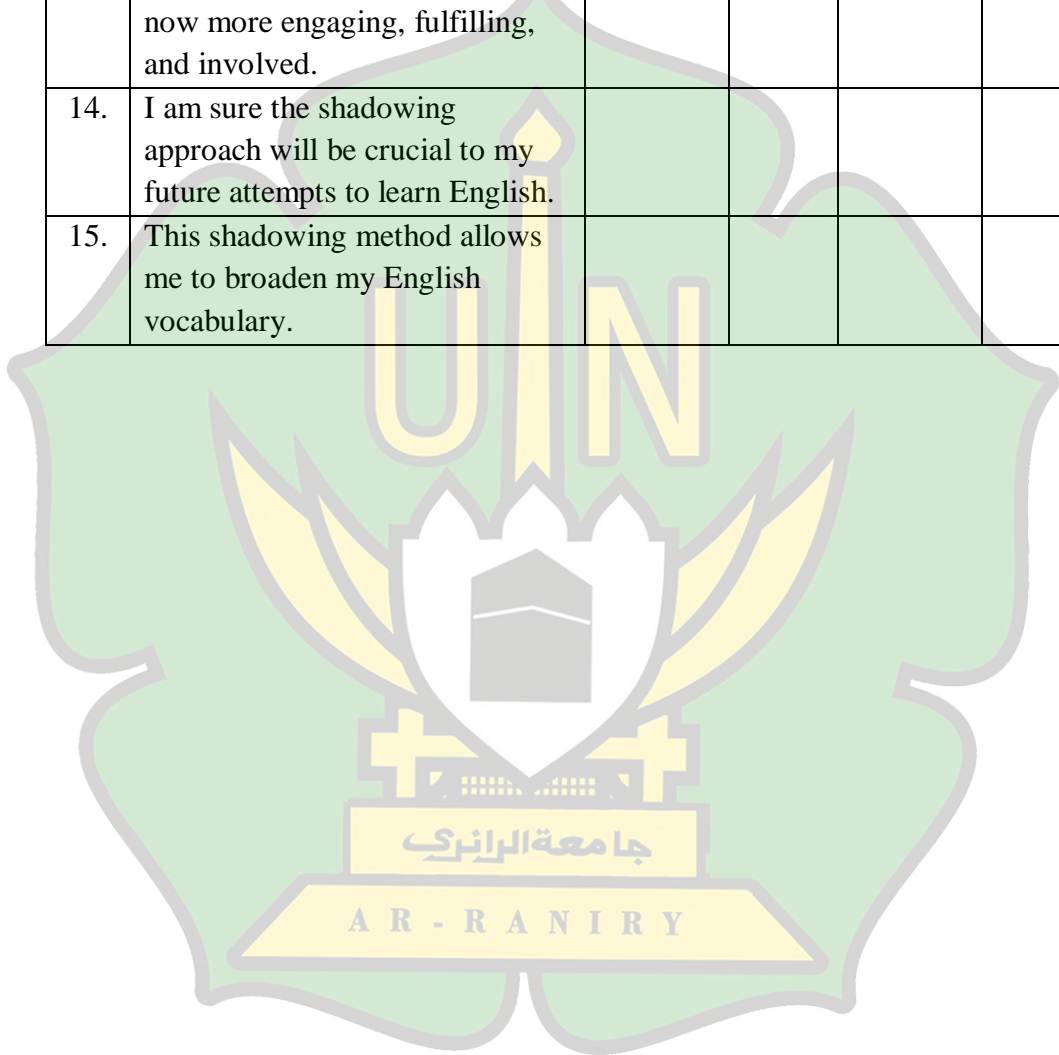
Participant Identity

Name :

Class :

NO	Statement	Strongly agree	Agree	Disagree	Strongly disagree
1.	The first time I use the shadowing method to learn English vocabulary.				
2.	The shadowing method help me improve my vocabulary effectively.				
3.	The shadowing method help me expand my vocabulary.				
4.	The shadowing method has enhanced my confidence.				
5.	The shadowing method makes vocabulary learning more enjoyable and fascinating.				
6.	The shadowing method has improved my hearing ability.				
7.	My vocabulary growth has greatly improved.				
8.	The shadowing method has inspired me to actively seek out new vocabulary and use it into daily talks.				
9.	I believe that the shadowing method is a very effective way to improve vocabulary knowledge in English learners.				
10.	The shadowing method increases my comfort and confidence while employing new words.				
11.	Shadowing method has become a crucial element of my English learning practice.				

12.	I definitely recommend the shadowing method to any student who wish to boost their English vocabulary.				
13.	My perspective on vocabulary learning has shifted due to the shadowing method and I find it now more engaging, fulfilling, and involved.				
14.	I am sure the shadowing approach will be crucial to my future attempts to learn English.				
15.	This shadowing method allows me to broaden my English vocabulary.				



Appendix I : Students' Post-Test Worksheet Result

<p>Post test Simple present tense</p> <p>Name : <u>Ulfiyatul Kholila</u> Class : <u>VII-1</u></p> <p>Choose the verb that best completes the sentence in the positive simple present tense. Remember, this tense describes habitual actions or facts!</p> <p>1. Every morning, the sun in the east. (a) sets <input checked="" type="checkbox"/> (b) shines (c) sleeps (d) swims</p> <p>2. I never to thank my grandma for her delicious cookies. <input checked="" type="checkbox"/> forget (b) forgave (c) forgive (d) forgot</p> <p>3. The bakery next door amazing all day long. <input checked="" type="checkbox"/> smells (b) smelled (c) will smell (d) is smelling</p> <p>4. My dog usually at loud noises. <input checked="" type="checkbox"/> barks (b) will bark (c) barks (d) barked</p> <p>5. We rarely abroad during the winter. (a) travel <input checked="" type="checkbox"/> (b) traveled (c) traveling (d) will travel</p> <p>6. My dad always dinner on Sundays. (a) cooks <input checked="" type="checkbox"/> (b) cooked (c) has cooked (d) will cook</p> <p>7. John and Mary often for walks in the park after work. (a) go <input checked="" type="checkbox"/> (b) went (c) are going (d) will go</p> <p>8. The library downstairs at 10 pm every night. <input checked="" type="checkbox"/> closes (b) closed (c) closing (d) is closing</p>	<p>9. My best friend ... to read adventure stories. <input checked="" type="checkbox"/> loves, (b) loved, (c) loving, (d) has loved</p> <p>10. The birds outside my window beautiful songs every morning. <input checked="" type="checkbox"/> sing, (b) sang, (c) are singing, (d) will sing</p> <p>#Remember, the positive simple present tense describes habits, facts, and ongoing situations. Choose the verb that best reflects these meanings! Good luck</p>
<p>Post test Simple present tense</p> <p>Name : <u>Khoulfa Al-Raniry</u> Class : <u>VII-1</u></p> <p>Choose the verb that best completes the sentence in the positive simple present tense. Remember, this tense describes habitual actions or facts!</p> <p>1. Every morning, the sun in the east. (a) sets <input checked="" type="checkbox"/> (b) shines (c) sleeps (d) swims</p> <p>2. I never to thank my grandma for her delicious cookies. <input checked="" type="checkbox"/> forget (b) forgave (c) forgive (d) forgot</p> <p>3. The bakery next door amazing all day long. <input checked="" type="checkbox"/> smells (b) smelled (c) will smell (d) is smelling</p> <p>4. My dog usually at loud noises. <input checked="" type="checkbox"/> barks (b) will bark (c) barks (d) barked</p> <p>5. We rarely abroad during the winter. <input checked="" type="checkbox"/> travel (b) traveled (c) traveling (d) will travel</p> <p>6. My dad always dinner on Sundays. <input checked="" type="checkbox"/> cooks (b) cooked (c) has cooked (d) will cook</p> <p>7. John and Mary often for walks in the park after work. <input checked="" type="checkbox"/> go (b) went (c) are going (d) will go</p> <p>8. The library downstairs at 10 pm every night. <input checked="" type="checkbox"/> closes (b) closed (c) closing (d) is closing</p>	<p>9. My best friend ... to read adventure stories (a) loves, <input checked="" type="checkbox"/> loved, (c) loving, (d) has loved</p> <p>10. The birds outside my window beautiful songs every morning. <input checked="" type="checkbox"/> sing, (b) sang, (c) are singing, (d) will sing</p> <p>#Remember, the positive simple present tense describes habits, facts, and ongoing situations. Choose the verb that best reflects these meanings! Good luck</p>

Appendix J : Students' Questionnaire Result

QUESTIONNAIRE					
Participant Identity					
Name : <i>Vivian Gattinara</i>					
Class : <i>U12</i>					
NO	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Untuk pertama kalinya saya menggunakan metode shadowing dalam penguasaan kosakata Bahasa Inggris.		✓		
2.	Metode shadowing telah membantu saya memperluas kosa kata saya dengan cara yang efektif.		✓		
3.	Metode shadowing telah meningkatkan kemampuan saya untuk menggunakan kata-kata baru.		✓		
4.	Metode shadowing telah meningkatkan kepercayaan diri saya.	✓			
5.	Metode shadowing membuat pembelajaran kosakata menjadi lebih menyenangkan dan menarik.		✓		
6.	Metode shadowing telah membantu saya mengembangkan pendengaran saya lebih baik terhadap ucapan asli Bahasa Inggris.		✓		
7.	Saya melihat peningkatan yang signifikan dalam pengembangan kosakata saya.		✓		
8.	Metode shadowing telah memotivasi saya untuk secara aktif mencari kosakata baru dan memasukkannya ke dalam percakapan sehari-hari.		✓		
9.	Saya percaya bahwa metode shadowing adalah metode yang sangat efektif untuk meningkatkan penguasaan kosakata dalam pembelajar Bahasa Inggris.	✓			
10.	Metode shadowing membuat saya lebih nyaman dan percaya diri menggunakan kosakata baru.		✓		
11.	Metode shadowing telah menjadi bagian penting dari strategi pembelajaran Bahasa Inggris saya.		✓		
12.	Saya sangat merekomendasikan metode shadowing kepada siswa mana pun yang ingin meningkatkan kosakata Bahasa Inggris mereka.		✓		
13.	Metode shadowing telah mengubah pandangan saya tentang pembelajaran kosakata, menjadikannya lebih	✓			

interaktif, menarik, dan bermanfaat.					
14.	Saya yakin bahwa metode shadowing akan terus memainkan peran penting dalam upaya pembelajaran Bahasa Inggris saya di masa depan.		✓		
15.	Dengan adanya metode shadowing ini, saya bisa memperluas kosakata Bahasa Inggris saya.		✓		

QUESTIONNAIRE					
Participant Identity					
Name : <i>Ira Amalda</i>					
Class : <i>V11,2</i>					
NO	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Untuk pertama kalinya saya menggunakan metode shadowing dalam penguasaan kosakata Bahasa Inggris.		✓		
2.	Metode shadowing telah membantu saya memperluas kosa kata saya dengan cara yang efektif.		✓		
3.	Metode shadowing telah meningkatkan kemampuan saya untuk menggunakan kata-kata baru.		✓		
4.	Metode shadowing telah meningkatkan kepercayaan diri saya.		✓		
5.	Metode shadowing membuat pembelajaran kosakata menjadi lebih menyenangkan dan menarik.		✓		
6.	Metode shadowing telah membantu saya mengembangkan pendengaran saya lebih baik terhadap ucapan asli Bahasa Inggris.		✓		
7.	Saya melihat peningkatan yang signifikan dalam pengembangan kosakata saya.		✓		
8.	Metode shadowing telah memotivasi saya untuk secara aktif mencari kosakata baru dan memasukkannya ke dalam percakapan sehari-hari.		✓		
9.	Saya percaya bahwa metode shadowing adalah metode yang sangat efektif untuk meningkatkan penguasaan kosakata dalam pembelajar Bahasa Inggris.	✓			
10.	Metode shadowing membuat saya lebih nyaman dan percaya diri menggunakan kosakata baru.		✓		
11.	Metode shadowing telah menjadi bagian penting dari strategi pembelajaran Bahasa Inggris saya.		✓		
12.	Saya sangat merekomendasikan metode shadowing kepada siswa mana pun yang ingin meningkatkan kosakata Bahasa Inggris mereka.		✓		
13.	Metode shadowing telah mengubah pandangan saya tentang pembelajaran kosakata, menjadikannya lebih	✓			

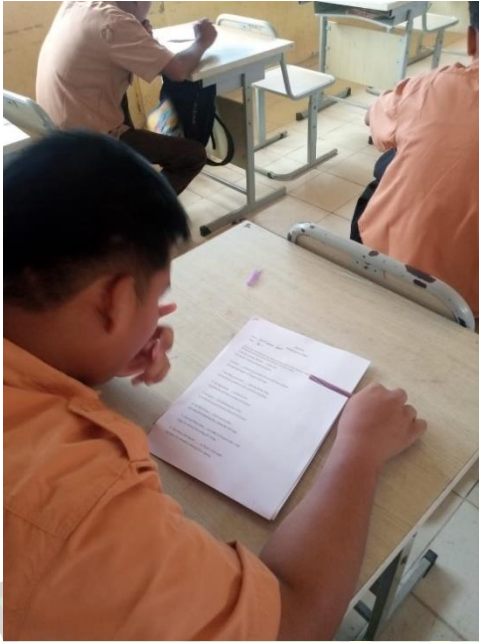
interaktif, menarik, dan bermanfaat.					
14.	Saya yakin bahwa metode shadowing akan terus memainkan peran penting dalam upaya pembelajaran Bahasa Inggris saya di masa depan.		✓		
15.	Dengan adanya metode shadowing ini, saya bisa memperluas kosakata Bahasa Inggris saya.		✓		

Appendix K : Documentation

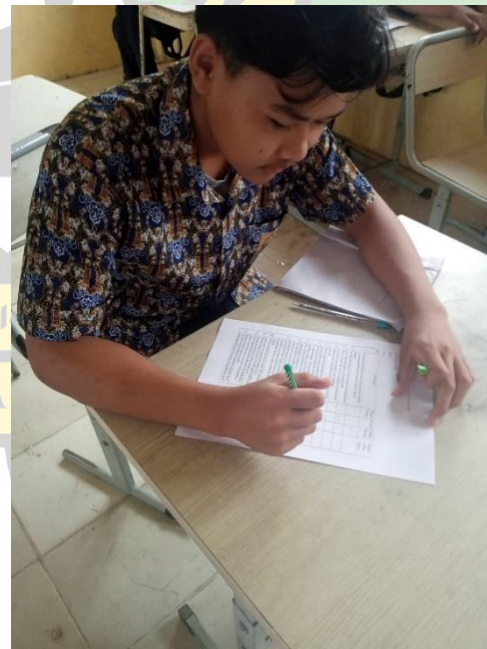
The Researcher Explained about The Material



The Students Answer the Post-Test



The Students Answer the Questionnaire



AUTOBIOGRAPHY

Name : Adinda Intan Dhiya' Farsya
Place/Date of Birth : Banda Aceh/September 18th,2001
Nationality/Ethnic : Indonesia
Religion : Islam
Sex : Female
Marital Status : Single
Occupation : Student
Address : Lamteumen Timur, Dusun Teratai, Banda Aceh
Email : 190203075@student.ar-raniry.ac. id

Educational Background

1. Elementary School : SDN 26 Banda Aceh (2007-2013)
2. Junior High School : SMPN 17 Banda Aceh (2013-2016)
3. Senior High School : SMAN 1 Banda Aceh (2016-2019)
4. University : English Educational Department, UIN Ar-Raniry

Parents Bio

Father's Name : Amanparisi
Mother's Name : Meriyenti
Address : Lamteumen Timur, Dusun Teratai, Banda Aceh